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This third annual report of the San Francisco State College Teacher Education Project (STEP) contains six sections: (1) a general descriptive summary of the three-semester 1967-68 program to train K-9 teachers of disadvantaged children; (2) description and evaluation of instruction and curriculum including student recruitment, objectives, staffing and coordination of off-campus teaching centers, inservice training of cooperating personnel, curriculum resources development, field laboratory experiences including internships, and formal instruction in sociology and psychology and in techniques and curriculum materials; (3) description of small-group counseling for development of self and professional images, (4) report of the evaluation and research phases; (5) report of the community relations program including a "New Careers" Work-Study program and a community educational services program, (6) discussion of changes and projections for the future, and a list of instructional packages produced and available for use. Included in the appendixes are miscellaneous samples of program materials and seven measurement instruments developed for use in STEP including the STEP Observation Schedule (for classroom behavior) with manual, the Teacher Adaptability Scale and Opinion Survey for Teaching the Disadvantaged, and a cognitive battery and self-esteem measure for grade school pupils. (JS)

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**S**
AN FRANCISCO STATE COLLEGE
AUSALITO SCHOOL DISTRICT
AN FRANCISCO UNIFIED SCHOOL DISTRICT

# TEACHER
# EDUCATION
# PROJECT

***Final Report***

***September 1, 1967 to August 31, 1968***

SP002191

# A. BACKGROUND

# INTRODUCTION

Basic social changes in the economic production require that members of our society be literate, responsive to change, and able to learn and re-learn complax ideas and skills. Coupled with this is the fact that individuals and groups that have heretofore occupied marginal positions have an increased expectation for increased material goods. Education is seen as essential in achieving economic security, personal dignity, and independence (Keller, 1963, Riessman, 1962). Government agencies have responded to this need, seeking ways to facilitate the entrance of disadvantaged into the mainstream of American life.

Educational institutions participating in this process must design a system of compensatory education which can overcome deficiencies arising out of limited early learning in home and communities in which they live. Institutions preparing teachers have the added obligation of developing understanding of cognitive functioning, language development, personality, and motivation in deprived learners and to equip teachers with the skills and disposition to influence the course of intellectual and personal development in children from disadvantaged homes.

The educationally disadvantaged child comes to school unprepared for the learning tasks prescribed in the standard curriculum He is less able to attend to a flow of words. His vocabulary is limited (John, 1963). He does not value school achievement or learning for its own sake. He tends to require immediate gratifiction and tangible rewards (Le Shan, 1952, Mischel, 1961, Terrel et al., 1959).

The teacher faced with restless disinterested children tends to view her role as primarily one of maintaining order. The conflict generated is destructive to the teacher's image of her professional role and to the child's attitude toward the school, toward learning, and toward his self esteem. Maximum effectiveness in overcoming effects of deprivation requires early intervention. Failing this, existing deficits become cumulative, requiring greater effort and promising lesser results (Ausubel, 1963, Bloom, 1964, Deutsch, 1963, 1964).

## BACKGROUND

### A. Summary Statement

The Education Department of San Francisco State College continually seeks to improve its teacher education program and sponsors a number of experimental and research projects toward achieving this aim. One such experiment is the Sausalito Teacher Education Project (STEP).

The STEP program's goal is to prepare teachers to be more effective in our dynamic and ever-changing society. It encompasses grades K-8 and an articulation program with the secondary grades. STEP Teacher candidates and STEP Faculty (from SFSC) plan, study and teach in a STEP Education Center on a campus in an operating school district.

The STEP program covers:

1. Direct experience in the classroom from September through summer school, as teacher assistants, student teachers, and teacher interns.
2. Instruction and curriculum concurrent with and related to direct experience in the classroom--through seminars, small group conferences, and individualized attention.
3. Weekly counseling sessions of 6-8 students to explore and develop the self image along with the professional image.
4. In-service education activities for the classroom teachers to parallel and/or complement the pre-service program.
5. An evaluation and research program to assess the progress of STEP and to develop new instruments.
6. A communications and community relations program to gather and share professional information and inspire and involve the community in the effort to change and improve education, including special "adult education" type sessions for "educationally deprived" parents.
7. A "New Careers" program designed to seek out "deprived" pupils or students who could be potential teachers, help them into college through the SFSC-STEP work-study program and help them stay in college and eventually become effective teachers.
8. Innovative use of Media in teacher preparation. Still photography, slide series, film strips and recordings illustrate and test sensitivity to pupil response. Video is used to teach techniques and to cover the students' progress with children. Immediate playback is used for self and peer analysis and cooperative evaluation by students and faculty.

9. A unique professional and curriculum materials center with a wide variety of instructional units, kits, literature, new experimental materials--all used by the students and the teachers in relation to the correlated seminars and direct experience in the classroom.

A total of 69 students are enrolled in the STEP program full time, with 23 facult members and community workers involved full or part time. Although the STEP program is only in its third year, its impact has been felt in San Francisco State College, among other teacher education institutions, in school districts where former STEP students are now teaching, by over a hundred classroom teachers participating in STEP in-service education and/or working directly with the STEP program, and by almost a thousand young boys and girls who have felt the direct or indirect influence of STEP.

Each year, as weaknesses evolve or better ideas come forth, the STEP program itself changes--always reaching toward the best way to prepare the best teachers to meet the needs not only of the present, with its diversified problems, anxieties and potentials, but also to envision the needs of an even faster moving technical future.

## B. Description and Development of the Program

From its inception in February 1966, the STEP program has moved toward a heavier emphasis on all course work to direct experience; more student time in the school district, a more intensive in-service program, greater community involvement, and the development of a STEP Teacher Education Center in two school districts.

The 1967-68 program has changed from three semesters to a full year or two semesters and summer, to concur with the school calendar. In addition, students are now selected upon a set of specified criteria through a series of interviews; students spend five days a week in the STEP Teacher Education Center and with children in the classrooms; a "New Careers" program for "deprived" students is underway; there is organized impetus for closer community-parent-student involvement; and a more comprehensive evaluation program is in action. Changes and expansion in the instructional and curriculum program have been made to provide for continuous seminars and small group instructional conferences throughout the year; these are related directly to student progressive responsibility in the classroom, as follows:

| Related Instruction | ↔ | Direct Experience |
|---|---|---|
| Seminars in methods and materials K-8, emphasis on Soc. Stud., Lang. Arts, Math and including A.V., etc.<br>and<br>Seminars in psychological and sociological influences on pupils<br>and<br>Small group instructional conferences on problems, planning, and evaluation<br>and<br>Personal development through group counseling sessions. | | Full classroom, small groups within The classroom, individualized teacher-pupil relationship<br>as<br>(1) Teacher assistants observing and participating in a number of different classrooms and grade levels; (2) student teachers on 1 or 2 grade levels, usually in pairs; (3) teacher interns on finally selected grade level, in pairs or individually. |

Another important aspect of STEP is its in-service education, a cooperative program with the school districts involved. This activity includes seminars, classroom demonstrations, consultantship, small group planning and information meetings, sharing of instructional and professional materials, and a special articulation program at Tamalpais High School.

During Fall 1967, the 69 students participated in four different stages of development: four teacher interns in team teaching experiments; fourteen student teachers; thirty-six teacher assistants--all graduate students--and fifteen "New Careers" students--undergraduate level.

STEP initiated its program in the Sausalito School District and has now expanded to include the San Francisco Unified School District, with a Teacher Education Center at Raphael Weill Elementary School.

C. Objectives

The activities of the STEP program are oriented toward achieving the following objectives to bring about change in teacher education:

1. To provide a teacher education program which will prepare candidates who place a high value on the teaching of educationally deprived children.
2. To provide a teacher education program that will develop the professional skills and understandings needed in order to work with children of different cultural and socio-economic backgrounds.
3. To provide a teacher education program that will lead teachers to pursue careers in communities with diversified populations.
4. To provide experienced teachers with the opportunity to gain new insight and to develop new ways of dealing with the problems of teaching children from different backgrounds.
5. To develop instruments for assessing the professional skills and personal understandings growing out of participation in STEP.
6. To enrich the educational program for children involved in STEP by providing highly motivated teacher assistants, student teachers, teacher interns, demonstration teaching and a broader variety of curriculum materials.
7. To work with the STEP communities wherever possible to improve the education of all pupils.
8. To offer cooperation to individuals and groups, at San Francisco State College and other institutions, concerned with revitalizing teacher education.
9. To stimulate youth in "deprived" communities to recognize the importance of education in our society and to become interested in and pursue a teaching career.

Each of the activity areas has its own set of specific objectives oriented toward achievement of some or all of these general objectives.

## D. Personnel

In addition to professional ability and successful experience in particular fields, STEP personnel are selected on the basis of creative thinking, professional initiative and self direction; flexibility, the "team" approach and group interaction; and expressed interest in an experimental program toward change in teacher education.

There are a few changes in personnel to involve a larger number of faculty members; continuity is maintained through the coordinator roles for each area. There are approximately 23 full or part time personnel, including college faculty, counselors, community workers, and members of the Sausalito School District. Others contribute to STEP on a voluntary basis through their affiliation with the college and/or school district.

## E. Budget

The STEP program is supported by San Francisco State College, the Sausalito School District, NDEA Title XI, and the California State Department of Compensatory Education. The bulk of the support is from California Compensatory Education, which has selected STEP as a major teacher education project to be funded on a continuing basis. Special aspects of the STEP program, such as social studies curriculum and in-service education, have been funded by NDEA Title XI. The total budget for 1967-68 (September 1 to August 31 and NDEA Continuation Institute 1968-69) is $593,754.

Some of the funds are administered through the Frederic Burk Foundation for Education on the part of San Francisco State College; some of the funds used directly in the Sausalito School District are administered through that District.

## F. Contributions to the Improvement of Teacher Education

STEP seeks to contribute to Teacher Education in the following ways:

1. Experimentation in a new program design which joins the college and the school districts in the responsibility for pre-service and in-service education, pupil development and community interaction.

2. Testing the concept of establishing off-campus Teacher Education Centers.

3. Experimenting with change in curriculum to focus upon instructional tasks more directly related to classroom experience.

4. Paralleling the teacher education program with the district school calendar year to give students a picture of the full-year teacher schedule.

5. Use of counseling sessions.

6. Use of video tape for self or "team" analysis of teaching activities.

7. Development and testing of instruments, techniques, and materials geared to meet particular pupil needs.

8. Planning a teacher education environment for development of "sensitivity" and "flexibility."

9. Recording findings in publication or audio-visual forms to share with those interested in revitalizing teacher education.

## G. Evaluation

STEP has an evaluation and research staff who develop and use a variety of evaluation procedures, primarily with STEP trainees but also with elementary age children involved in the project. (A comprehensive description of this STEP activity is included in its annual reports.) STEP also follows its graduates into their first few years as regular teachers in an attempt to assess their adjustment to the teacher role and their competency in the classroom.

In addition, informal evaluation by staff, school district representatives, and STEP students indicates that the STEP program gives the student a background for (1) deciding early whether he can be a successful teacher, (2) finding the "level" or grade he is best suited to teach, (3) understanding the full impact of the "teacher role," (4) recognizing personal weaknesses in affective and/or cognitive domain--with time and opportunity to improve, (5) deciding whether he can be successful with "deprived pupils," and (6) developing self-appraisal and the "team" approach.

## THE SETTINGS OF STEP ACTIVITIES

### A. The Suburban Communities

The Sausalito School District is a suburban desegregated school community. It serves Sausalito proper, U.S. Fort Baker, and a Marin County unincorporated area adjacent to Mill Valley which includes Marin City. The population of these areas is approximately 6,000, with 1,800 of these residents located in Marin City, a Negro "ghetto."

The Sausalito School District provides educational services for children in kindergarten and grades one through eight in four elementary schools: Manzanita, located in Marin City; and Bayside, Central and Martin Luther King, located in Sausalito. Over 40 teachers work with about 1,000 students. The ethnic makeup of the district is 55% white, 42% Negro, and 3% other. A pattern for integration of the school population was instituted in 1965. The pattern involved the attendance of all kindergarten children at one school; all first graders another; all second, third, and fourth graders another; and the use of the fourth school as a fifth through eighth grade intermediate school. In this way, each of the schools would reflect as nearly as possible the ethnic composition of the entire community.

By an inter-district agreement with the Mill Valley School District, buses bring pupils from different geographic areas and social classes together. This arrangement requires intensive study in order to solve the resulting problems.

From the Sausalito School District, the children go to Tamalpais High School in the Tamalpais Union High School District. Tamalpais High School is located in an affluent area of Marin County. Here Marin City youth attend school with youths of a higher socio-economic and family educational level. It has a total student population of approximately 1700 students. The small minority of "disadvantaged" students, mostly Negro, from Marin City, show a very low achievement level: out of the large 1967 graduating class, only 31 were from Marin City; of these 31 the highest grade point average was 3.0; and 24 of these students had grade point averages from 1.96 to .73.

Marin City is located "across the highway" from Sausalito and is an isolated residential area often referred to as a "ghetto." The isolation of Marin City residents, both physically and socially, presents one of the greatest problems toward real integration. Studies show that although Marin City children participate in a desegregated school situation, when school activities are over they return to a life of isolation.

The Marin City community was originally established as a temporary integrated housing project during World War II and later converted to a public housing project. It is now an almost exclusively Negro residential community. The exodus of white population following the wartime character of the community, construction of low-rent public housing, and other restrictive circumstances have led to the establishment of a largely Negro enclave in predominantly white and affluent Marin County.

Most of the Marin City populace migrated from rural areas of the South, principally Louisiana and Texas, attracted primarily by the unskilled labor shortages of World War II and the Korean War. These rural Southern origins are still reflected in the household life and in the interaction patterns that characterize the community.

Almost all of the families in Marin City live on incomes at the poverty level. In most cases, family support is derived from welfare, unemployment insurance, disability or old age pensions, or from the limited and uncertain income of unskilled and/or intermittently employed workers. Well over two-thirds of the households function without any husband/father or substitute present. According to the Marin County Department of Public Services, 51.3% of the adult males in Marin City are unemployed. A 1966 survey conducted by CORE showed that in the 19 to 25 age group, 61% are unemployed.

In this same CORE survey it was found that the school dropout rate is on the increase among younger males, 19 to 25, as compared to those in the 26 to 35 age group. The older group had a dropout rate of 31% compared to 43.5% for the younger group. CORE says that conversations with the younger men point up sharply that the incentive to finish school is greatly diminished by the high rate of unemployment among the older men in Marin City.

Delinquency among the youth in Marin City has been on the increase, and has been coincidental with the deterioration of recreation programs in the community, as well as with the rising unemployment among heads of families. Most Marin City women work outside of their homes, most of them as domestics in homes or in hospitals, and there is a resulting lack of supervision or even of the presence of an adult in the homes when children go home from school in the afternoons. There are many homes with only one parent, usually the mother, who must earn the living. The root of the delinquency problem seems to lie in the economic structure of Marin City. Families are large, apartments are small, and tired parents have little patience for high spirits in their children.

## B. The Urban Community

During this 1967-68 year, STEP has embarked on a Teacher Education pilot program in the San Francisco Unified School District in one elementary school, Raphael Weill.

The San Francisco Unified School District is a large highly organized school system. The very complexities of such a large District restrict the opportunities for highly innovative programs submitted by "outside" agencies or institutions. STEP is unique in its program with this District, and both STEP and the cooperating District personnel work together toward a successful venture.

Raphael Weill is an elementary school of grades 1-6. Its total enrollment is 733 pupils. Its school population is 71% Negro, 9% Oriental, 16% other whites (Spanish, Mexican, Portuguese, Italian, etc.) and 4% unidentified (mixtures). This school was selected for the STEP program because its principal and staff were open to any outside group which would help them to "handle" a difficult situation and offer as much as possible to these disadvantaged, frustrated and sometimes hostile youngsters.

From Raphael Weill, these pupils go to Benjamin Franklin Junior High School, and most of them on to George Washington High School.

All of these schools are located in one of San Francisco's prime target areas, often referred to as the "Western Addition." This is a community in the low socio-economic level, almost entirely populated by ethnic minority groups, predominantly Negro. Approximately 28% of the homes have only the mother as head of the household, and an additional 12.8% have only one original parent. Families are large and the income level is low. Although it is not isolated geographically, as is Marin City, the Western Addition may still be described as a "pocket" within an urban area. It does have the advantages of more accessible interaction in the "life" of a cosmopolitan city but still has many of the same problems promoting tension and hostility.

## C. STEP Teacher Education Centers

The STEP program has three areas of operation:

1. Space on San Francisco State College Campus -- This portable space, provided by San Francisco State College, is the center for purchasing, receiving, and accounting and for the Evaluation and Research team. It is also used for meetings on campus, as an interview center for STEP prospective students, and as an information center for San Francisco State College faculty and visitors to San Francisco State College.

2. The STEP Teacher Education Center at Sausalito -- This is the heart of STEP activities. It is located in a building provided by the Sausalito School District, and a "trailer" provided by the State Compensatory Education Division through McAteer funds. This center includes:

   a. A classroom laboratory for San Francisco State College personnel and the student teachers who are working directly with Sausalito pupils;

   b. A special area for developing, preparing, and storing instructional materials to be used as a part of the seminar instruction and with Sausalito pupils;

   c. A professional and a curriculum materials library;

   d. An educational communications center for San Francisco State College personnel, the student teachers, the teacher assistants, the academic counselors, Sausalito teachers, and resource people;

   e. A place for discussions and demonstrations by speech specialists, psychologists, sociologists, and other consultants or experienced teachers who come to share their special knowledge and experiences with various groups of Sausalito Teacher Education Project participants, including Sausalito classroom teachers;

f. A planning, administration and coordination center for all STEP activity, including central area for meetings and conferences;

g. A setting for in-service work with Sausalito teachers and cooperative activity with Sausalito Special Services staff and district administration;

h. A center for an extensive community involvement program;

i. A complete media center including photography, video-taping and playback; and

j. A "laboratory" for San Francisco State College faculty and students not in STEP to view and study.

3. STEP-San Francisco Unified School District Center -- This center is located in Raphael Weill Elementary School in San Francisco in space provided in the school building itself. It was an area for STEP Supervisors, student teachers, classroom teachers, etc. to meet; an area for the activities of the Resource Teacher; and an area to house Curriculum library materials. Almost all of the time of STEP affiliated personnel in this center was spent in the classrooms.

B. INSTR. CURRIC.

# INSTRUCTION AND CURRICULUM

## A. Introduction

The 1967-68 Program of Curriculum and Instruction cannot be described by discrete analysis in view of its clinical and innovative nature. The year's progress toward the expressed goals of the curriculum staff was in part influenced by counter pressures from both the school districts and college, and by stimuli from the greater community with its increasing racial unrest. The following pages describe the actual program as it proceeded from the careful planning of the staff to the adjusting of the instructional program to the most relevant and realistic criticisms of the many groups upon whom STEP has an impact--from advocates of black power movements to parents of the pupils taught by STEP students-in-training from the departmental faculty of the College State Compensatory Education Commission.
At the risk of undue flexibility, the staff chose to remain relevant to the needs of teacher training and of disadvantaged youth and to adjust necessary instructional procedures and content to that end. Together the staff and students attempted to establish priorities and to incorporate the most critical elements from the expressed views of the community, pupils, teachers, and college faculty into the curriculum. They changed procedures if such changes would still meet STEP objectives, student needs, college and state criteria, and the educational needs of the pupils of a ghetto or desegregated school. The 1967-68 STEP Instruction and Curriculum program is distinctly different from the 1966-67 program. The following changes have been made:

1. The change from a three-semester program to a one-year program (2 semesters and one summer -- with no overlap). Reasons:

    a. Accurate perception of the teacher role in the school year calendar.

    b. Flexibility in selecting classrooms for direct experience.

    c. Better placement opportunities at the end of the summer session than at mid-year graduation.

    In implementing this year-long program, it has become apparent that the pressures on the students from their concurrent campus course work decreases their opportunities for full participation in all STEP activities. Therefore, the staff has recommended that future STEP students complete on-campus course requirements before entering the program. As an intermediary step, some of the STEP program planned for Spring has been shifted into the summer program.

2. Extension of STEP program to include Raphael Weill School in the San Francisco Unified School District. Reasons:

    a. To give STEP students experience with children from a different environment (Raphael Weill is an elementary school located midway between a Negro and an Oriental neighborhood, and is adjacent to an integrated housing development in an urban area).

b. To give STEP students experience of operating under a different kind of school district (San Francisco Unified School District is a large, highly organized, less flexible school district).

c. To interest the San Francisco Unified School District (in which San Francisco State College is located) in an innovative teacher education project involving close cooperation between a college and a school district.

d. To provide additional classrooms for STEP teacher assistants and student teachers.

3. The additon of a STEP intern program. Reasons:

a. To offer selected STEP students an experience in team teaching with full responsibility for the classroom.

b. To release a regular teacher from the classroom for in-service training as a resource teacher.

c. To provide a background for assessing the differences in the kinds of beginning teacher competencies needed in a school such as Raphael Weill in comparison to a school in the Sausalito School District.

4. The change to instructional "strands" instead of instructional "blocks". This year STEP is teaching each of its professional courses concurrently from September through the Summer. Reasons:

a. Preparation for effective classroom teaching requires continuous instruction in all basic elements:

1) psychological and sociological influences on the child as learner,

2) the generic curriculum and student teaching practicum,

3) techniques, methods, and materials of language arts-reading, social studies, math.

b. Continuous instruction in every area of professional instruction throughout their full year of working with children allows for special help as student problems occur.

c. Separate "subjects" can be more easily planned into co-related and/or joint instruction sessions to give the student a "total" approach to teaching rather than a "piecemeal" approach.

5. Change in emphasis for the Spring semester in the Educational Sociology to focus more directly on teacher attitudes and problems due to the race factor in desegregated schools. Thus this class will become a joint session with STEP New Careers students and community workers from Marin City. Reasons:

a. Expressed needs of students for more personal approach to race problems.

b. Need for both STEP students and New Careers students to know and understand each other's cultures and the results of these cultures on their thinking and feeling.

c. Need to relate sociological factors directly to kinds of pupils the STEP students work with in the classes.

6. Additional use of video tape as a technique in teaching STEP students. These tapes are playbacks of the teaching techniques, behavior problems, every-day classroom situations, etc., recorded in the classrooms in the Sausalito School District and Raphael Weill in San Francisco. Reasons:

These are situations the students themselves have seen and/or can expect to experience; therefore analysis and discussion of these should provide:

a. direct approach to problems;

b. active participation of students;

c. coverage of variety of classroom situations; and

d. opportunity to test a technique for teaching sensitivity to learner cues and flexibility in teacher responses to cues.

(See full description further on in this section of the report.)

These changes and additons were recommendations from STEP staff, students and school district personnel. The innovations were then discussed and planned cooperatively and were implemented through that same kind of group cooperation. Finally, the changes were evaluated and modified, in process, cooperatively. The single year program requires that on-campus course work be completed before or after. The extended site of direct experience must be shared by all students. The "strands" will have varying emphasis according to demands of direct experience and total program. Changes in courses need more staff time for planning and implementing.

B. Recruitment of STEP Students

1. Publicity

a. Most students have heard about the program from students in it, faculty, friends of students, etc.

b. Many students learned about STEP through newspaper articles, TV coverage, etc., over the year.

c. Prior to the interview schedule, STEP has information about STEP in the San Francisco State College newspaper, and posters are placed around the campus.

2. Applications

a. Students call in or "drop by" to get more information about STEP. Some staff members talk to them and give prepared information sheets and a brochure.

b. Students fill out an application form and are requested to write a brief autobiography. These are mailed or brought to the STEP office.

3. Selection

An interview schedule is set up. There are two "screening" interviews -- one is a Structured Interview seeking particular information and conducted by the Director and Assistant Director; the second is an Open-Ended Interview around Personality Characteristics and is conducted by Counseling and Research staff. Ratings are on a 1-5 scale. A 4-member selection committee composed of the Director and the Coordinators of Instruction and Curriculum, Counseling, and Evaluation and Research, makes the final selections.

4. Involvement in Program

Of the 36 students who started, 33 remained through the year. Of the three who left; one returned in January to campus for the regular program, one left for medical reasons, one left in the summer for personal reasons.

During the year, the students became involved in curriculum change within the structure of the program and curriculum changes resulted from their expressed concerns. Student concerns were expressed by a minority of the students about all of the components of the program. Single students made recommendation within the curriculum staff meetings or to individual staff members. In the Spring, a small group called an open meeting of staff and students to analyze the program and to suggest changes to make the curriculum meet both immediate and long-range student needs. Gradually, more and more of the students assumed responsibility for making the curriculum more meaningful so that by the summer most were ready to plan an individual contract in Language Arts and Social Studies instruction.

Small group conferences of supervisors and students seemed to provide the most satisfying means for expression and analysis of concerns. Here, especially, the students could formulate alternatives, view a wide range of experiences to formulate a less subjective bias of criticism, and resolve immediate individual problems of curriculum.

From the concerns expressed about the difficulty of implementing plans for joint instruction of the New Career and STEP students, some staff and student members arranged with the Assistant Director for a weekend retreat in Mendocino County. Four of the 10 staff members, half of the New Career Students and a fourth of the STEP students participated in the weekend. For these participants, the experience provided the opening of communication lines among these parts of the STEP "team".

SUMMARY OF STUDENTS IN SCHOOLS 1967-1968

| | | Interns 66-68 | S.T. 66-68 | T.A. 67-68 | N.C. 67-68 |
|---|---|---|---|---|---|
| FALL | Sausalito | 2 | 14 | 28 | 0 |
| | San Francisco | 2 | 0 | 8 | 1 |
| SPRING | Sausalito | 2 | 25 | 0 | 1 |
| | San Francisco | 2 | 9 | 0 | 1 |
| SUMMER | Mill Valley | - | 33 | - | - |

## C. Objectives

There are a variety of classroom conditions in which the students develop their individual competencies; nevertheless, the total team of 54 students and 12 staff members are focused on six long-range behavioral objectives which the students should demonstrate at the completion of the year-long program.

1. The candidate will examine critically the sources of curriculum (disciplines, learners, social institutions, and professions) as the basis for deriving educational goals.
2. The candidate will select from the derived educational goals those for which the elementary schools are assigned primary responsibility, and will derive institutional objectives from the following sources:
    - -- Curriculum content
    - -- Pupil class
    - -- Community context
    - -- Teacher
3. The candidate will assess the initial status of the learner in relation to the instructional objectives.
4. The candidate will derive procedures designed to create optimal conditions for achieving instructional objectives.
5. The candidate will assess and evaluate changes in procedures and in pupil behavior as they relate to attaining of objectives.
6. The candidate, while demonstrating competence in the above, should evidence personal satisfaction and a willingness to extend his repertoire of teaching behavior.

While many of these objectives are common to many teacher education programs, they become highly significant in the STEP program in view of the fact that the STEP students are developing these behaviors in actual classrooms with actual children representative of the type of school and pupil upon which the STEP program is focusing. Furthermore, the students and staff initiate innovations in curriculum, classroom procedures, and curriculum materials for the education of "deprived" pupils through the "field testing" of lessons. In this way, instruction virtually becomes research.

## D. The Curriculum Staff

The nature and activities of the STEP curriculum staff lend further significance to the six STEP objectives. In helping students to develop these behaviors, they worked directly with the school personnel and, in some cases, they participated in school-oriented activities in the communities from which the pupils come.

For the Fall semester, the 1967-68 curriculum staff included three full-time student teacher supervisors, four part-time instructors in foundations and Curriculum and Instruction, two full-time persons in media development, three part-time counselors, the coordinator of a New Careers program, and consultants/supervisors.

For the second semester, the staff concentrated on the direct experience. The Sociological Foundations task was assumed by the New Careers counselor, and part of the supervision by the full-time Curriculum and Instruction professor.

In the summer, the formal instruction in Language Arts and Social Studies was resumed by this professor and supervision continued among three new supervisors.

In addition to the disciplines which the staff members represented, they brought with them direct experience with "educationally deprived" pupils in a variety of schools such as an ESEA pre-school program in Marin City, third grade in East Harlem, and a Harvard University project in intergrated elementary schools in Lexington, Massachusetts.

As the staff strove to change teacher education, each member found himself becoming the explicit hypothesis-maker--to serve as a model for the students. In this role, each staff member:

- -- continually examined the most recent sources of curriculum relevant to the minority communities and to cross-cultural, ghetto, and desegregated schools;
- -- constantly assessed the responses of the students and cooperatively interpreted their needs, abilities, and desires;
- -- selectively formulated instructional goals from their professional competencies and knowledge of current research, and made these objectives explicit to the students in terms of desired behavior.
- -- cooperatively--with the students-- formulated procedures and alternatives for achieving these objectives with deprived pupils.
- -- continually evaluated personal and professional development of the students in achieving these objectives, with periodic checkpoints involving student participation; and
- -- demonstrated personal support of the students' personal enjoyment of teaching the "educationally deprived," and their ability to extend their own repertoire of techniques.

In view of the more condensed and complex program, it was imperative that the staff make explicit the major priorities for which the project was designed: the training of teachers for the educationally deprived; the development of innovations in teacher education; and the development of new curricula and of curriculum materials appropriate to changes in the community. It was imperative, too, that the larger staff coordinate their individual efforts so that each part of the curriculum could serve multiple objectives. Weekly staff meetings concentrated on relating the regular credential course work to the STEP framework and to "educationally deprived" pupils.

In view of the difficulties implementing the innovative curriculum development which occurred in the process of teaching, the staff emphasized the necessity of working together to achieve the complex goals. One of the highlights of this emphasis was the two-day curriculum staff meeting held away from the campus. The discussions focused on questions written by each of the staff members and directed to problem areas with his part of the curriculum. Typescript of the meetings are available. The objective of the meeting was a thorough exploration of concrete data by which to plan an even more relevant, realistic, and focused curriculum with an explicit rationale and firm objectives. At the close of the meeting the benefits of and need for working together of the staff was apparent. At the same time, the need for careful selection of priorities and increased personnel was clear. Following the two-day meeting, the staff drew up plans for the 1968-69 year, in particular, a summer reading list for incoming students, basic training (including small group discussions and a community survey) and a framework for extending the teamwork to include resident teachers with whom the paired student teachers would work.

The staff introduced methods and materials to the schools from both the college and the specialized Sausalito Teacher Education Center Curriculum Library through direct support of classroom teachers and individualized in-service consultation. In turn, the college faculty brought back to the departments of Elementary Education and Psychology the insights, methods, and materials which they, the teachers, and the students in STEP, had field-tested. This interchange helped to strengthen the college-STEP coordinated effort.

E. Academic Grades

In view of the experimental program and its setting in an off-campus center, the curriculum staff recommended that STEP students be graded for all courses on a pass-fail basis. They justified their decision on the basis of the individualized nature of the learning and the variety of the classroom conditions in which the students applied their formal coursework.

## Sausalito School District

In the Sausalito School District, the Coordinator of Curriculum and Instruction and the Director met by-weekly with the principals, superintendents, and Director of Psychological Services, to examine common concerns and to implement mutual decisions. The Curriculum Coordinator attended School Board meetings to keep the staff informed of community and school pressures. They discussed openly the effects of STEP on the district school personnel and on the community, and the effects of the school personnel, curriculum, and school activities on STEP staff and students. Together, they formulated revision of STEP procedures and programs for ameliorating school problems. As a result:

1. A diagnostic reading testing program is scheduled to take place in the Spring in the fourth through sixth grades. The STEP Resource Teacher of the upper school will train the thirteen STEP student teachers assigned to those grades to administer the GATES:McKillop Oral Reading Test to pupils identified by the teacher. Together, the STEP students, classroom teacher, and Guidance Learning Center personnel will interpret the results.

2. A primary reading program (initiated by a principal) has been developed which is designed to intergrate the variety of reading approaches used by the pupils. The principal has asked the Language Arts instructor to work with the teachers.

3. The STEP student time schedule for Spring semester is changed so that the students will arrive earlier; will schedule additional weekly evaluation conferences; and, together with the classroom teacher, will plan a long-range sequence of increasing responsibility, cooperative teaching-observing with their partners, and short and long term units in six major curriculum areas (language arts and reading, mathematics, social studies, science, and the arts.

4. The supervisors extended their support of the classroom teacher with actual teaching, materials, and continual conferences. In addition to these bi-weekly meetings called by the superintendent, there were meetings between the supervisors and resident teachers before each assignment. Furthermore, there were two meetings of a Teachers Advisory Committee representative of the four schools called by the Curriculum Coordinator to elicit teacher recommendations for the STEP curriculum. The teachers volunteered or were selected by the principals or Coordinator. The five Teacher Advisors polled their fellow teachers and made formal recommendations for increased knowledge of curriculum on the part of the students when they entered the classrooms, increased planning time for students and resident teachers, increased mutual understanding of the STEP and district problems, and increased direct involvement of the supervisors in the classroom teaching of the pupils. These recommendations in turn became part of the plans for the Spring semester and the 1968-69 program. (See Appendix)

## San Francisco Unified School District

For the first semester, STEP worked with 26 teachers: the staff worked directly with four, the student teachers with eight, and the teacher assistants with fourteen, representing grades kindergarten to eighth. One of the student teachers was hired as a substitute. A second student teacher was hired as a teacher for the district in February and for 1968-69. For the second semester, not all teachers could incorporate pairs of students into their on-going program. As a result, the two interns and 18 teachers worked with 26 students in Sausalito. Only 12 of the student teachers were paired. In San Francisco, the college-school cooperative planning was less complex inasmuch as there was but one school (Raphael Weill), one principal, and one STEP resource teacher. At the same time, the implementation of planning was more complicated in view of the pressures of the larger school district of which Raphael Weill was but one school. During the first semester, the resource teacher supported the STEP supervisors and helped to interpret the STEP objectives and program expectations to the initial five resident teachers working with five pairs of STEP students. When several changes of assignment were necessitated during the semester, the principal and resource teacher exerted considerable effort to arrange for additional teachers to work with the students and supervisors. By January, ten primary teachers had worked with eight STEP students and two interns and two STEP supervisors. At that time, another STEP student was hired by the district as a replacement for one of the interns, who returned to a campus program in Special Education. One student transferred to Sausalito and one to the regular program. Two came from Sausalito. Two intermediate teachers began to work with one of the primary students and a second, who had transferred form Sausalito. Five primary teachers worked with the remaining students. Midway in the semester, five changed their assignment to the intermediate grades. Only one of these teachers could work a pair into his program, with the result that four additional teachers were involved in STEP.

At the end of the year, it was the intermediate teachers who were the most closely involved thth STEP curriculum development and planning. They made specific recommendations through their representative on the Teachers Advisory Committee selected by the Resource teacher.

During the year, the teachers met several times with the supervisors, Principal, Resource teacher, and STEP Director in order to clarify mutual expectations, requirements, and objectives. Had there been more time for this kind of clarification prior to the beginning of the STEP program and during the year, communication and cooperation might have been more effective particularly for the primary teachers. The pressures of the community on the school indirectly affected the performance of the student and supervisors. To keep abreast, some curriculum staff members attended community meetings even into the summer months. With this kind of cooperation among the community, school, and STEP, and the increased sensitivity to the community of the school administration and STEP staff; the 1968-69 program promises to be even more affective in pre-service and in-service training.

## G. In-Service

As a result of cooperative planning, the Sausalito School District and the STEP curriculum staff formulated a different kind of in-service program from that normally instituted in school districts. This was an in-sercice program on a one-to-one basis conducted in classrooms identified by the superintendent and the principals as ones with problem areas of curriculum. In each school, one supervisor devoted up to four hours a week to this direct classroom work beyond their full-time teaching and supervising duties. The most intensive work was done at the kindergarten level (problems of structuring the classroom environment for a desegregated class) and at the sixth grade level (identifying and organizing reading groups). Sucesss depended on the cooperation of school personnel and the acceptance of non-district help. Perhaps the most important innovations concerned the black-white interpersonal relationships in the school as manifested in the staff or in the curriculum. Illustrative of the openness between the District and the college which has developed over the three semesters of working together were the requests of the staff by two principals in this crucial area of concern.

The first request came from an administrator who expressed the need for developing communication between the Negro community of Marin City and the school at the administrative and staff levels. To this end, a STEP supervisor, a member of the Guidance Learning Center, and the admisistrator conducted three in-service staff meetings aimed at creating a structure in which the staff members would feel comfortable in discussing racial and cultural differences. The structure chosen was role-playing. Four role-playing situations were programmed, based on racial differences:

(1) A white administrator and a black parent.
(2) A white teacher and a black militant parent.
(3) A black teacher and a white parent.
(4) A white teacher and a white bigoted parent.

These three staff meetings drew full attendance of the staff and prompted the participation of more staff members than had any previous staff meeting. This response demonstrates the effectiveness of role-playing for developing a teacher readiness for inter-cultural communication.

The second request came from a principal, teacher, and a member of the Guidance Learning Center who had expressed a need for learning ways to handle racial or cultural differences in classrooms as they appear in such behaviors as name-calling or pointing out physical differences among the children. Inasmuch as the group found no curriculum materials available to meet this need, they began to meet with a STEP supervisor in early January to develop a K - 8 curriculum based on individual differences and interpersonal relationships in a desegregated school. The focus will be on specific activities and available materials which the teachers might use in the classroom to promote understanding among races.

For the second semester, in-service focused on the classroom needs of the teachers with whom the STEP students were working. As the supervisors met with the teachers alone and with the students, they could bring their skills and knowledge to bear on the particular problems of the classrooms. In addition, the supervisors made clear the objectives of the STEP student teaching program, mutual expectations of the college and school, and, for the seven classrooms in which students were paired, the patterns of working with paired student teachers.

At Raphael Weill, the faculty member responsible for the Mathematics strand of Curriculum and Instruction initiated early morning seminars for the STEP student and for interested teachers. A number of intermediate teachers participated. This pattern of teaching students and teachers together became a model for the extended model of instruction for 1968-69.

In Sausalito, the meetings between the supervisor, Guidance staff member, and principal of the primary grades extended to include the Coordinator and supervisor, principal, guidance teacher, of the upper school, who formed a nucleus to work with all interested district personnel under the supervision of the District superintendent toward formulating a written curriculum guide for the district, pre-service orientation, and a formalized ad-hoc curriculum committee called C.R.I.T;E.R.I.A. (Children Require Intelligent Teaching; Education Really Is Alive) on which the two STEP Sausalito supervisors are to be standing members.

To reinforce this relationship as well as that of STEP supervisors to the students, the supervisors will become "resident supervisors" in 1968-69 assigned to the same school throughout the year while the students change. It is hoped that this procedure will strengthen STEP-District cooperation at the heart of the educational process- the classroom.

These examples of in-service education emphasize the increasing focus of the STEP program on innovations relevant to existing conditions in schools and communities of the "educationally deprived" pupils.

## H. Curriculum Resources: Resource Teacher, Curriculum Library, Media

1. Resource Teacher. For 1967-68, STEP continued to support two resource teachers in the two Sausalito schools, Central (2-4) and Richardson Bay (4-8). The extension of the STEP program to Raphael Weill School included the addition of a third resource teacher.

   The duties of the resource teacher are six-fold, encompassing their relationship to the school and to STEP. They are to accomplish the following tasks:

   a. Supply the teachers with supplementary resource materials;

   b. Give special help to the teachers who have STEP students in their classes;

c. Communicate and interpret the STEP program to the school personnel;

d. Help the supervisors in working with STEP students by actually supervising when the supervisors are not present and by interpreting the school program to the STEP students;

e. Assist the STEP evaluation team in scheduling and administering tests to pupils and arranging observation schedules for STEP students; and

f. Assume classroom responsibilities on a "released time" basis for resident teachers and interns when they must confer with STEP students or staff.

The major difficulty in fulfilling these tasks is that of the competing needs of the district for which the Resource Teacher is often called upon to meet. As the Districts and STEP increase their mutual planning, their tasks will become more explicitly synonomous. It was largely due to the efforts of the Raphael Weill Resource Teacher during the Fall semester, that the first semester of the STEP program of interns and teacher assistants in that urban school was successful. Selected from the teaching staff, she represented a minority group, and her most recent experience had been with compensatory education programs in San Francisco. Through direct instruction and demonstration lessons, she helped the STEP students to introduce new curriculum materials and to work in innovative ways with pupils in the classrooms. She also instructed them in the use of materials and equipment supplied in this "target" school through ESEA funds. She relieved teachers to confer with students. She kept the supervisors informed of district, community, and school pressures. She observed and analyzed the students.

2. STEP Curriculum Materials Library. Professional and teaching editions of texts were added to the Sausalito Teacher Education Center in the Fall semester. Many were complimentary copies, selected largely on the basis of the focus of the STEP program on the "educationally deprived" pupil. Since the library is an integral part of the STEP program, a counterpart of the Sausalito library was established at Raphael Weill School in the classroom of the resource teacher. The Coordinator of Curriculum and the Curriculum Librarian selected copies of multiple sets of series such as the Bank Street Readers and Sullivan Reading Series, and of recent professional literature like Passow's Education in Depressed Areas. In view of the great number of books currently published, the curriculum staff initiated a procedure for justifying each request for an addition to the library through assessment by staff members, students, and teachers. By the year's end, it was felt that the selection and ordering of books required an additional person on the staff.

3. Media. The two media specialists and later, the demonstration media teacher were considered members of the curriculum staff and met with them regularly. Both video tapes and still photography (film strips and bulletin board displays) were gradually incorporated into the curriculum.

a. Video taping was used in several ways:

1) One student-teacher classroom and the Sausalito interns' classroom were selected to be taped exclusively for the primary purpose of following the development of competencies in those roles, and secondarily, for immediate play-back for the students and supervisors to evaluate the teaching.

2) Two short tapes of STEP student teaching in Spring 1967 were selected as a pre-test and a post-test of the teacher assistants' observation skills in analyzing teacher-pupil interaction in a desegregated classroom. The pre-test tape was an explicitly structured first grade lesson in using sense words. The post-test tape was a less clearly defined "preparation" sequence preceding a debate in a fifth grade social studies lesson. The teacher assistants observed each tape and then analyzed it in response to a set of written questions based on Ned Flanders' Interaction Analysis Coding System. This "test" experience was designed to sensitize the students to perceiving role(s) of a teacher; the objective of a lesson; distinctions among the ideas, feelings, and actions of pupils; proportionate amounts of pupil talk and teacher talk; and the kinds of questions, content, and response to teacher communication to pupils. As a second part of the "test" experience, the students hypothesized what procedures they would have formulated, given the same objectives and pupils.

The positive response which the students expressed from this kind of viewing and the consequent learning led them to plan cooperatively with the Curriculum Staff to incorporate video tapes into the formal scheduled course work of the Spring semester. This endorsement of the use of video underscores the need for a teach-model and for a common experience to develop the skills to plan, teach, and evaluate purposeful lessons for "educationally deprived" pupils.

3) A third use of tape was not received favorably, although it facilitated the scheduling of an additional session of the instruction on psychological foundation. To increase the formal lecture and discussion of psychology, another hour was scheduled when most of the students were available in Sausalito. In view of the ten mile distance of Sausalito from Raphael Weill School, those eight teacher assistants had to miss the live session. To enable them to experience the lesson,

the video technician taped the sessions for later viewing. While the students admitted that they did "receive" the information, insights, and other students' reactions, they greatly missed their own participation in the discussion. Because this kind of faculty-student dialogue is characteristic of the STEP instruction, video taping of instruction is not recommended in future semesters in STEP.

4) The STEP demonstration teacher formerly assigned to the upper grades in Sausalito was reassigned to work in the Teacher Education Center with the video technician to prepare video material illustrative of teacher and pupil behavior that could be classified into coding categories. As a basis for coding and selecting illustrative behavior, the CASES coding developed by Robert Spaulding of Duke University was chosen for describing pupil behavior in thirteen categories, ranging from aggressive to withdrawal behaviors and including self direction.

The four categories coding of Bellack and Smith described in Language in the Classroom was chosen for describing teacher behavior. This teacher, himself once a pupil in a ghetto community as well as a teacher of desegregated classrooms, was able to select samples of pupil behavior in the existing STEP video tape library. In addition, he trained four Sausalito pupils to simulate the behavior in the categories and used a STEP staff member, teacher assistant, and New Careers student to act as the teacher in simulated classroom situations. These tapes become part of the Spring instruction. It was hoped that the viewing of these tapes, would aid the students to learn to identify these behaviors, to use a common label for them, to develop sensitivities to such learner cues, and to develop techniques to deal with the gamut of pupil behaviors in a desegregated or "ghetto" classroom. It was expected that this same procedure for preparing teacher behaviors would be completed for the beginning of Spring semester. While the materials were prepared, the staff was not fully trained to implement the follow-up of the video exposure. Furthermore, the competing demands on the time and energies of student and staff kept them from fully studying and using these initial sensitivities.

b. Photography. The incorporation of the skills of the photo-essayist on the staff was a gradual one due to the nature of the teacher assistant program. In the Fall semester, their initial skills did not allow for the kind of unit teaching which could in turn serve as instruction. One such lesson in science given by a pair of teacher assistants was photographed and served to illustrate the kind of pupil involvement of which these beginning students were not aware when actually teaching.

For the Spring semester, several units were identified for early photography and will be used for both STEP students and Sausalito teachers: As an aid to the curriculum staff in working these materials in other instruction, a weekly media report was prepared and circulated.

1) Kindergarten: Frostig exercises for pupils identified by Frostig tests (Sausaltto). Science - Chicken hatching.

2) First Grade: Cuisenairre Rods for desegregated classroom (Sausalito).

3) Eighth Grade: Social Studies, etc.

In view of the number of responsibilities of the three curriculum supervisors, the media was not incorporated into instruction as fully as the staff hoped or planned. The photographer and the video technician participated in seminars with their materials selected to relate to the generic curriculum and student teaching course of study. The fuller, sequential use of video tapes and photographs planned for the total student group was interrupted by unforeseen difficulties. With the additional time for preparing photographic sequences, video lessons, and the use of audio tape recorder by each of the supervisors; media should be an integral part of the 1968-69 program.

## I. Direct Experience

1. Re-focusing of the one-to-one relationship formerly characteristic of the Academic Counselor semester when the STEP curriculum encompassed three semesters:

   a. In that sequence, each student worked with a pupil after school for at least a semester. The value of that relationship for the student lay in his perception of individual development, his experience developing the relationship, his perception of individual potentiality, his conscious use of himself as a model, his insight into the child's strengths and weaknesses, his sharing of insights with parents, his assessing of learning problems, and his contact with the school special services. For the pupil, the value lay in the reinforcement of himself, the predictability of the relationship, and his sense of self worth.

   b. On the other hand, the staff and students identified disadvantages in the relationship such as the consequent dilution of the group approach in the classroom, the over-involvement of identification with the child, the dilution of the teacher role in favor of the "parent" or "therapist" role, the focus on altruism rather than doing the teaching job well, and the frustration of the immediacy of dealing with the individual child in contrast to the long range objective of effective teaching in the total classroom.

c. Because the students began their direct experience in the classroom group setting, the staff felt that the advantage of working with an individual pupil identified as one with a learning problem within the group, would compensate for some of the disadvantages of a one-to-one relationship for the students working through the Guidance Learning Center of the Sausalito School District. Because of the tight schedule of the students and the change of their Teacher Assistant placement at mid-semester, however, the criteria of the Guidance Learning Center could not be met, namely, that the individual child be seen by the same student twice a week for the entire year.

d. The supervisors justified the loss of the intensive Academic Counselor experience on the basis of the normal day-to-day experience of most classroom teachers who do not always have the supportive experience of a Guidance Learning Center or a Study Center for this kind of intensive one-to-one teaching.

e. Consistent with the STEP rationale of formulating alternative procedures to achieve the desired instructional objective (and illustrative of the "team" concept of the staff), the Psychology and the Language Arts instructors cooperatively planned a curriculum project which focused the teacher assistants on the language and learning problems of one "educationally deprived" pupil in their classroom. The project was designed to be research as well as instruction in learning and language problems of the educationally deprived. This combined project of individual study took the last five weeks of the semester. The two instructors asked that the students focus on one child in their classrooms, preferably a Negro child who seemed to have a learning problem or difficulty and who seemed to be culturally deprived (defined as "from a low socio-economic background, with attendant lack of intellectual stimulation and educational skills"). They were to keep a confidential record of the relationships, methods, changes in their assessment of the language usage, adequacy, and level, and changes in their assessment of the factors contributing to the child's learning difficulties.

The students were measured by the written projects and individual conferences conducted by the two instructors. The results--as research and learnings relevant to teacher competence vis-a-vis individual learning problems of "deprived" pupils--are significant:

1) The students were able to identify the child with a learning problem early enough to intervene with a chance for success. The problems included the particular learning style and the life style of the child.

2) They could recognize three major strengths despite learning weaknesses, specifically, friendliness and warmth, concern about learning--"they really care," and, in some cases, the ability to ask for help.

3) As a result of their intervention, even in the brief five week period, each student noted a dimmition of the child's disturbing others, his aggressiveness, his restlessness and short attention span.

4) They noted too the beginnings of a black-white relationship.

5) Most important, the children began to respond in a manner that indicated that they could understand language and concepts, even if they themselves could not reproduce them.

2. The 1967-68 teacher assistant program was extremely different from that of the preceding two semesters. It was one developed through a series of meetings with representatives of classroom teachers. The time for direct experiences was extended from two half-days to include one full day (Monday) and the first hour of every morning. The morning pattern allowed the beginning teacher candidates to follow through daily teaching procedures, watch pupils develop, and assume gradual responsibility in one curriculum area. The full day pattern allowed the student to follow through the daily schedule including routines, playground experiences, and transitions between subjects and groupings in the classroom. The continuity of experience facilitated the incorporation of the students into the ongoing school routine and accelerated the assumption of teaching tasks. Because the intermediate grades in Sausalito have a varied curriculum for the morning hour, this week-long pattern may be changed to a later time for the 1968-69 program.

a. The students were paired for the direct experience for two purposes: training to work cooperatively in a single classroom and allowing them cross-observation from the common frame of reference of the STEP rationale. The pairs were established on the basis of background and apparent personal style. The direct experience in both districts was to be divided between two levels, primary and intermediate. Their role in the classroom was to change gradually from observer to helper to teacher.

b. Placement. The teacher assistants observed two days in each of the three levels of the K-8 grades in Sausalito. From expressed grade placement preference and district preference, eight were placed in Raphael Weill, the twenty-eight in Sausalito schools.

In Raphael Weill, the students remain in the same classroom for the entire semester and then into half of their student teaching semester. This arrangement provides a structure in which the students can assume more and more responsilility for various parts of the curriculum.

In most classrooms, this objective was achieved. Only one placement was changed toward the end of the semester from a primary to an upper grade--on the basis of increasing cooperative planning and teaching responsibility.

In Sausalito, there was a split assignment for the teacher assistant placement and a full semester for their student teacher placement. For the second assignment, half of the students changed their partners on the basis of grade preference or increasing the possibilities of cooperative planning, teaching, and evaluation.

In San Francisco, the students remained with the same teacher. Under this arrangement, one pair mutually agreed with the teacher to change their assignment, one to Sausalito and the other to teach at an upper grade in the same school. The teachers with whom the students stayed all year were the least involved in planning for STEP 1968-69 program.

For the first Fall assignment in Sausalito, the students at each school were assigned to the same supervisor. For the second Fall assignment, the students stayed with the supervisor, even though they changed schools, to insure continuity of supervision. The difficulty in covering four schools minimized the effectiveness of the supervision for the second assignment for teachers, students, and supervisor.

c. Supervision. The roles of the resident teacher, resource teacher, and supervisor were made explicit in writing so that the three kinds of "instructors" could work cooperatively to promote the professional and personal development of the students.

The condensed time schedule brought about some innovations which in turn enriched and focused the direct experience. One of these was the "double duty" lesson plan. In view of the interdisciplinary nature of the STEP program and the complementary nature of the formal coursework and direct experience, the instructors and supervisors both evaluated the students' lesson plans for their separate purposes. The instructors of Language Arts-Reading, Social Studies, and Mathematics reviewed the written lesson plans to see how the students implemented the curriculum coursework in the classrooms. The supervisors read them to see how the student assessed the pupils, formulated explicit objectives, and planned, taught, and evaluated the lesson in relation to a particular class of pupils.

The students were required to write their lesson plans according to the four logical dimensions of the educative act. This written medium helped them to plan purposefully and evaluate objectively with their partners, teachers, and supervisors.

The supervisors increased their systematic procedure and coordinated procedures for the purpose of reinforcing the major focus of the program on preparing teachers for ghetto or desegregated schools.

The increased amount of mutual decision-making by the schools and STEP instructors meant that many problems were anticipated and alternatives worked out before crises were reached. The fact that there were no placement changes in the Sausalito District attests to the high degree of open communication between the school and college personnel.

Three supervisors guided the direct experience in the classrooms of the thirty-six teacher assistants.

d. Small Group Instructional Conference. Each supervisor met with her teacher assistants in a group for one hour a week. The discussions alternated from implementing immediate classroom lessons with innovative, appropriate materials to exploring general principles of teaching, planning, organizing, responding, and evaluating. Two groups kept notebooks where written lessons and personal comments could evoke further communication. The oral sharing of common problems and insights probably provided most support of the personal and professional development of the students.

e. Individual Conferencing. At the end of the semester, supervisors held individual conferences with each of their students to identify areas of progress, of special skill, and of need with the aim of their formulating further learning.

3. The Student Teacher Program

a. Fall: For the Fall semester, the staff planned an intensive program for the student teachers who had completed two semesters of STEP training in 1966-67. They spent full time in the classroom every day, excluding one afternoon for student teaching seminar and, for several weeks, a second afternoon for instruction in the use of audio-visual materials. In September, the fourteen student teachers returned one week earlier than usual to participate in the pre-school teacher institute and classroom preparation. Most of the student teachers were paired. Their pairing was based on student and teacher preferences expressed in the Spring semester 1967. Prior to their entering the classroom, they and their teachers had received a packet of materials including guidelines developed by the resident teachers from experience in 1966-67 student teaching and the Coordinator of Curriculum.

Two supervisors divided the supervision of the fourteen student teachers. They planned objectives and procedures together, although each handled her seminars separately. They observed and conferred with the students weekly. The fact that there were no changes in student teaching placement during the semester, despite several critical difficulties related to interpersonal relations and curriculum matter, bears proof of the value of this kind of constant surveillance and school-STEP cooperative support.

Three innovations introduced into the student teaching sequence are significant:

1. Intensive discussion in the seminars of the rapid social changes occurring in the black community, the reflections of these changes in ghetto children in the classroom, and ways a teacher can handle uncomfortable questions regarding racial and cultural differences and situations in the classroom if a teacher is to be effective.

2. Specific help for the students (a) to develop skills to examine curriculum and curriculum materials and to evaluate the effectiveness of these in terms of the pupils they are teaching; and (b) to locate sources of curriculum in other ghetto areas and bring them into their future classrooms (examples: Cuisenairre Rods and Elementary Science Study materials such as "Mystery Powders.")

3. Specific help to structure the environment for learning in ghetto or desegregated school (establishing prodedures for movement within the classroom and centers of interest).

b. Spring: The students of 1967-68 who had completed only one semester of training prior to their teaching had less time in the schools to allow for their completing required instruction in on-campus classes in subjects commonly taught in elementary school. They taught five mornings and one to two afternoons.

The relationship of the supervisor to the student and to the resident teacher was tightened to provide more opportunities to clarify expectations, to resolve problems, and to plan. Insofar as possible, each supervisor had weekly observations, weekly conferences with students and teachers, and the regular student teaching seminars. As the students faced competing pressures from campus and STEP classes, community concerns, and classroom tasks, the small group seminars assumed greater importance. While other components of the program were minimized in their formal formats--audio-visual instruction, video tape coding analysis of pupil and teacher behavior, generic curriculum--they were maximized in the clinical, pragmatic format of the student teaching seminar. Again, individual conferencing ended the semester as an evaluation and prescription session for their summer "contracts".

Their direct experience varied from classroom to classroom, but all taught one or several lessons in all major areas of the curriculum. They taught first in a team partnership with their resident teacher and/or partner and then alone. By the end of the semester, they assumed full responsibility for planning, teaching, and evaluating the entire mornings curriculum.

In conjunction with their seminars, the students were taken on several field trips, some voluntary, to extend their experience into specialized education and non-disadvantaged situations. These observations included those of Behavior Modification (Strawberry Point School, Mill Valley), Reading and Language Development Clinic, Pediatrics, (UC Medical Center, San Francisco), and team teaching (Old Mill and Reed Schools, Mill Valley). For the Sausalito students, observations at Raphael Weill were arranged.

The students grew in their competencies to teach through the intensive experience of managing their time and energies to survive in a crowded program and through the storm and stress of working through integration within the expanded STEP program and local communities alongside the normal strains of a student teaching program.

c. Summer Session 1968: Direct Experience: The STEP Summer School program of 1968 served 32 students who had gone through a program especially designed for this group during the school year 1967-68.

The STEP Summer School ran from June 26, 1968 to August 2, 1968. The school day was from 8:30 a.m. to 12:30 p.m. These four hours were equally divided between student teaching and independent research which the students contracted with the summer school coordinator.

The professional staff included the Coordinator and three College Supervisors, one for each eleven students. In this case, the College Supervisors were Negroes each of whom was experienced in teaching ghetto children.

The students met once a week in a seminar with their College Supervisor and the Coordinaror. These groups of 5 to 6 students met at staggered times. The College Supervisors were in the classrooms visiting the Student Teachers four days a week. The Student Teachers were placed in the classrooms either singly or in pairs, according to the students' needs as determined by the student and his College Supervisor of the Spring Semester.

The Mill Valley-Sausalito Joint Summer School program for pupils began June 26, 1968, with Orientation for the teachers, STEP student teachers and teacher aides. Prior to this the STEP Student Teachers had had an opportunity to call and/or meet with the Supervising Teacher. At this time plans were formulated for the innovative programs carried in during the 21 days the pupils were in attendence. Science, Social Studies, Creative Language Arts, Music, Dance, Art of all kinds, and Shop were some of the areas Student Teachers were involved in.

Team teaching occurred in all classrooms. Grade level ranged from the graduates of kindergarten to the graduates of the seventh grade. Many classrooms were non-graded.

The independent studies of the STEP Student Teachers were guided by the use of a contract. A copy of the contract is included in the appendix to this report. Each STEP Student Teacher did a project in Language Arts and one in Social Studies. Creative writing, reading readiness, phonics, listening and the art of asking questions were favorite topics for Language Arts. Negro history was the most popular one for Social Studies. One project for Language Arts in creative writing is also included in the appendix. This contribution is being reproduced for future STEP students. One Student Teacher attempted to adapt the contract for independent study for fourth graders. Almost all students defined problems that were too broad and either learned to delimit, or became so involved they turned in "progress reports" and plans to continue during the summer months. No student had trouble selecting topics that were meaningful to him.

The STEP Student Teachers had a total of six days at the Sausalito Teacher Education Center. During this time they attended symposiums, participated in the STEP research program, shared their projects, and attended seminars designed to help prepare them for their specific teaching job of the Fall, 1968.

In an effort to make the Summer School session more informal, the TEC classroom was supplied with all colors of powdered tempera paint, empty cans and brushes, and the students were told that the walls of the room were theirs to paint as they wished. There was also a sack of modeling clay available, along with three easels and a thick stack of newsprint. Most of the students had tight schedules and did not participate in this free expression. The ones that did, however, enjoyed it and recommended that the project of wall-painting be continued with next year's students.

Recommendations:

1. Supervising teachers and Student Teachers should do more cooperative planning for the pupils' experiences of the summer. This should happen before summer school.

2. During the student teaching assignment, time must be planned for the Supervising Teachers and Student Teachers to plan and evaluate together daily. This is the only basis on which team teaching can function.

3. Contracts for independent study should be used more frequently, but more specifically. The students should have a small range of topics from which to choose until they become more skilled at this type of learning process. The projects should be turned in each week for suggestions for revision and/or elaboration,

if necessary. No project should last longer than four weeks. If a student wishes to continue, he can do so with a related topic, a sub-topic, or an extension of the topic.

4. All College Supervisors should have cars and should be contracted for the 8:30 a.m.-12:30 p.m. contact hours with the students and also from 1:00 p.m.-3:00 p.m. for staff meetings, office hours, etc.

5. Because one of the purposes of STEP is to train teachers for desegregated classrooms, a greater attempt should be made to have more Negro children in the summer school.

6. The Superivsing Teachers of the summer school should have in-service prior to summer school to prepare them for desegregated classrooms.

7. Continue to have Negro College Supervisors who have had teaching experience in the ghetto. However, all black people are not equally qualified to supervise; in such an instance a white teacher who has had similar experiences and can work successfully with adults is to be preferred.

It was evident by the end of the summer that the students had matured. They had developed a degree of self-reliance to form individual objectives and individual rationales. They had developed a resiliency in the face of conflicting pressures and classroom failures. They could formulate alternative teaching procedures, face the realities of the disadvantaged community, and remain realistically optimistic as to the success of the disadvantaged children.

## 4. Interns

The internship program established in the two districts was the major innovation in the direct experience of STEP. Four interns were selected from the STEP students entering their third semester of credential training (based on evaluation of their performance in the STEP program). One pair was selected from the total group for the Sausalito District, where they had observed and taught as academic counselors and teacher assistants. The second pair were selected from those who expressed an interest in Raphael Weill during the summer. This pair had neither observed nor participated in Raphael Weill before they attended the first faculty meeting there. While it is difficult to generalize from the limited evidence of four interns, it is important to examine several factors which distinguish the two situations.

The interns in Sausalito operated fairly successfully in a third grade classroom. They shared instruction in each curriculum area; they introduced innovations into the classroom; and they maintained reasonable order in the classroom of about twenty pupils.

On the other hand, the interns in San Franicsco experienced a situation they had not anticipated in their fifth grade classroom of thirty-five pupils. They experienced difficulties in working together in the curriculum areas and maintaining order in the classroom. From this experience the pair moved to a lower grade where the experience seemed easier partly in view of their experience, partly in view of the pupils ages. The difficulties they faced centered of factors in the urban ghetto school setting: the crowded, three-storied building with small rooms, high noise level, and immunerable stairways to be traveled to and from the cement playground. While the staff morale was high, and the resource teacher was helpful to the interns, the pair had not expected these material factors of the urban school and their effect on classroom teaching.

The supervisors assigned to the interns gave a minimum amount of time to the Sausalito pair. She gave most of her time to help, guide, and support the San Francisco pair. After condiderable difficulty in the upper grade, she helped to have them reassigned to the second grade, where the supervisor herself entered the classroom to help maintain order, establish regroupings, and organize the curriculum. At the end of the first semester, the supervision was assumed by a second supervisor, who also had become a participating member of the internship by helping to structure the environment for the learning of the pupils.

The effect of the factors of this urban ghetto school on even these selected students highlights the urgency of achieving the teacher behavior which STEP has formulated as desirable for the teachers of educationally deprived. In paritcular, it seems that the program should devel p students with: condiderable degree of resiliency--to bounce back despite failures; adaptability--to see alternative methods to reach their o jectives; and realistic optimisn--to anticipate failure as well as success.

One the basis of the first semester experience, the role of the supervisor for interns has been redefined to meet the severe problems and high tension level of the urban school. For the second semester, the supervisors become a participating member of the team. Supervision did not remain simply at a verbal level. The supervisor demonstrated actual teaching methods, coping behavior, and innovative curriculum programs. This kind of supervision necessitated a greater proportion of the supervisors time, to plan with students, help establish room environment, teach, and introduce innovative materials.

## J. Formal Instruction

All formal instruction in the STEP program took place in the Teacher Education Center in Sausalito. The Raphael Weill students traveled back to the enter and participated in all coursework except the video taped psychology class in the first semester and the mathematics class in the second semester. Formal instruction became more inportant in the students' eyes as they approached the end of the year and the start of teaching. The formal instruction received many of the initial critical reactions of some students. Some changes were made to relieve some of the tension. These changes, in turn, became sources of complaint, while the sources of the original complaint were later requested to be reinstated.

1. Psychology and Sociology. The instructors of the Foundations courses planned to share a two-four afternoon black of time, each using one afternoon. Both of these instructors found it necessary to add an additional hour of time to meet the needs of prolonged discussion expressed by the students.

The objectives of the Psychology course focused on the students being able to discuss, illustrate, and demonstrate the handling of eight major aspects of psychology relevant to "educationally deprived" pupils:

-- Learning and motivation

-- "Intelligence" and achievement

-- Self-concept of pupil

-- Growth and development

-- Teacher-pupil relationships

-- Classroom climate and discipline

-- Disturbed and distrubing children

-- Special problems, and uniqueness of culturally deprived black child.

In focusing on this last objective, the instructor helped the students to become aware of the strengths, not just the limitations, of the educationally deprived child and to consciously apply the use of their defenses and life styles in the selection and functional use of learning and education. As evidenced in the previously discussed project reports, the students did approach the achievement of this objective.

At the end of the first semester, this faculty member held individual conferences to ascertain strengths, progress, and needs.

The Sociology course focused on the Society and the Learner. The objectives emphasized the students' discovering by group inquiry the processes of social change in the communities of the educationally deprived in the Bay Areas. The major project was group investigation of such neighborhoods in the Mission, Chinatown, Western Addition and Oakland districts. Because of the time pressures and other complications, however, this project was abandoned in favor of individual inquiry on an informal basis. For a future semester, a group process of inquiry will be instituted through small groups only, throughout the semester, for maximum effectiveness.

] 2. Techniques, Methods and Curriculum Materials. The formal instruction in mathematics, language arts-reading, and social studies comprised three sessions of one hour and forty minutes during the Fall semester.

a: Mathematics. The mathematics section was taught by the Chairman of the Department of Elementary Education from San Francisco State College. The course topics covered all of the mathematical operations, concepts, and practical uses which the elementary teacher must be able to use in the classroom. At the start of the semester, the students received a list of the behavioral objectives for the year's work, so that they could foresee what they would be able to do by the end of the year. To help them achieve this end, the instructor presented a rich variety of demonstrations with student participation in the use of techniques, material (commericial and "homemade"), experiences selected for a child's particular developmental level, tests and interpretations, and teacher behaviors which evidence both positive and negative attitudes toward mathematics.

One of the most outstanding innovations in this type of instruction was his inclusion of the silent teaching technique. Without using words and using only mathematical patterns, facial expression, and gestures, he demonstrated how the students could teach mathematics without words. This technique is particularly appropriate for the less verbal educationally deprived child. The course also included an eighth grade demonstration lesson by a Sausalito teacher who coordinates the William Johnz mathematical program designed for the ghetto child.

This coursework continued through the Spring semester. In this semester, there were a number of demonstrations (some video taped) in classrooms. In San Francisco Unified School District, teachers joined students for early morning sessions once a week.

b. Language Arts-Reading. In this course, the students and the instructor worked out appropraate procedures to meet the desired objectives. The major difficulty to be overcome was the immediacy of the classroom problems which the teacher assistants were facing and the long-range nature of the underlying principles, interrelated tasks in a akill, and the sequences of experience from which the teacher of language arts must design her curriculum and develop materials. One group of students elected to study and discuss separately throughout the semester, while fulfilling the course requirements.

The course content covered the basic skills of reading and langaage arts as well as a variety of current language arts and reading materials. Outside speakers presented "programs" used in Sausalito, such as the Sullivan Reading Program and the Frostig Program for diagnosing and developing motor, visual, and auditory perception.

The double duty lesson plans in language arts and reading revealed that the students had selected three major instructional objectives for their pupils in the two school districts:

1) The children show a warm relationship with books.
   (Procedures: variety of pleasant, successful, supportive experiences with books.

2) The children express interest in words.
   (Procedures: Analytical and enjoyable experiences dealing with the meaning of words, evolution of words, and sound letter association).

3) The children develop cognitive skills.
   (Procedures: Carefully planned sequences of experiences).

Similarly, there were three learnings which the students demonstrated in the joint psychology-language arts project which focused on individual pupils. Most of the students could express in writing and discuss with the instructor:

1) The relationship between a teaching technique and its effect upon one learner in the classroom;

2) The concepts which the pupil lacks; and

3) Understanding of and respect for the kinds of problems with which some of these children have to cope.

These learnings, like those derived from the psychological portion of the project, serve as a pilot study of and using student research as a source of developing curriculum materials and units of study relevant to such children. These learnings will be developed further through the direct experience of student teaching. Formal coursework will be resumed in the Summer in a workshop type setting to develop a curriculum in cross-cultures.

c. Social Studies. The major objective for Social Studies was the development of teaching techniques to develop cognitive skills of pupils as defined by the late Hilda Taba. Rather than on a text book, the course procedures included the examination, discussion, and application of cognitive skills in large and small groups. The major achievement of the students was the development by small groups of social studies units to be taught at particular grade levels. From the work in the course, they selected experiences and prepared a sequence of experiences (content) to lead to a generalization.

In practice, all of the group projects centered on the relationships of people. All had as an objective that the children demonstrate understanding of differences among people. Of the several units directly concerned with cross-cultural difference, two are particularly appropriate as: (curriculum materials developed by STEP students from their work in schools and the STEP courses).

(Fourth grade) - generalization - Common human needs create interdependence: people need people

Content - Comparison of African tribal community and urban community

(Sixth grade) - generalization - Cultural changes take place when people migrate

Content - Negroes before 1900

Negroes after 1900

Western Movement 1839-1850

Mormon migration to Salt Lake City

Since the same faculty member taught both language arts and social studies, she conducted individual conferences focused on both areas with each student at the end of the semester. This conference helped her evaluate each student's work and guide him for planning his Spring semester when there would be no formal instruction in these two areas. In the Spring semester, these learnings in social studies and language arts-reading were developed through seminars focused on student teaching classroom experience. Formal coursework was resumed in the Summer as an individual contract and workshop type development of curriculum innovation based on the direct experience.

## K. Evaluation of the Curriculum and Instruction Program

All STEP faculty and STEP students participated in subjective evaluation of the project throughout the year--sometimes in an "open hour"; sometimes in special faculty-student sessions for that purpose; sometimes in informal discussions at student or faculty homes; sometimes through memos or statements.

In Appendix B, are verbatum statements from:

1. A faculty member involved in instruction in psychology;
2. A STEP student who already had a contract to be a regular teacher next year;
3. A STEP student who plans to have further experience before becoming a full-time, full classroom teacher.

4. A faculty member involved in supervision in the Direct Experience part of STEP; and

5. A faculty member involved in curriculum instruction.

There is also a copy of minutes of an informal meeting (March 19, 1968, voluntary attendance) of some STEP students and faculty at a STEP students' home. This meeting began after school and was so rewarding that it continued into the evening.

In addition, classroom teachers in the schools where STEP students participated as observers, teacher assistants, and/or student teachers, also participated in the evaluation of the project. A summary of their criticisms and suggestions are included in the Curriculum and Instruction Appendix B.

From these open and constructive criticisms and comments, all of these STEP participants work together to try to improve the quality and productivity of the STEP program. These informal evaluations, together with the more objective results from STEP's Evaluation and Research program (See Evaluation and Research section) form the basis for most of the change and growth in STEP's curriculum and instruction program.

### L. Publications and Other Materials

Throughout the year, there are munerous creative products from both STEP faculty and STEP students. Some of the units or programs designed and executed by STEP students in the classroom are outstanding and deserve commendation even though they were not produced in a publication or carrousel form. The same is true of some of the work of STEP faculty. However, there are a number of creative projects from the curriculum and instructional program which are available in copies, on loan or for study. (See summary Appendix F).

The STEP Curriculum and Instruction program is open to inquiry and visitation. Throughout the year, quite a number of persons write STEP for information, talk with STEP personnel (including STEP students) and/or view the instruction program action. In this way, STEP learns from the observations and comments of others and also shares ideas and expectations.

It is the consensus of opinion of persons involved in the STEP curriculum and instructional program that there is much to be improved and refined, but that the objectives and the results thus far represent an unusual breakthrough for a teacher education program more relevant to our times and the new needs of today's children in the classroom.

## 1968 SUMMER IN-SERVICE PROGRAM

### Background

During the 1968 summer, STEP conducted an Interdisciplinary Curriculum Development Institute with Emphasis on the Disadvantaged Child. This Institute was conducted under a grant from the U.S. Office of Education with the following co-host institutions: San Francisco State College; California Compensatory Education Commission; Sausalito School District. The Institute began on June 24, 1968 and continued through August 9, 1968 (duration of seven weeks). The Institute was for teachers and school personnel involved in grades Kindergarten through nine.

### Participants

There were 36 participants, four teams of nine members each. These teams were selected from among the schools affiliated with the STEP on-going program: two schools in the Sausalito School District, including the Mill Valley School District personnel involved in the Inter-District Exchange Program (Central School and Martin Luther King School); Tamalpais High School; and Raphael Weill School in the San Francisco Unified School District. Each team included:

1. the principal or vice principal of the school
2. a counselor or special teacher in the school
3. the resource teacher or representative from the school
4., 5., 6. three resident teachers from that school
7. a representative from the community
8. one STEP college faculty member
9. one STEP graduate who had been a classroom teacher for a year.

Decision for the makeup of these teams was made on the basis of personnel most likely to create the conditions for coordinated change within a particular school.

### Scope

The Institute covered instruction, practicum, and field experience, such as laboratory activity related to instruction, outdoor education as an extension of the classroom, media in curriculum planning, and special observation and participation activities focused upon understanding the disadvantaged pupil in relation to his needs in curriculum and teaching procedures.

### Unique Features

The unique features of this Institute were:(1) that principal, guidance worker, resource person and faculty consultant/supervisor developed units and taught them to pupils along with the classroom teachers; (2) that the efforts of each member of the team were observed and assessed by the other members; (3) that team members had small group counseling sessions aimed toward development of the personal image along with the professional image; (4) that persons in different roles during the school year worked toward a common frame of reference and a team approach; (5) that curriculum was viewed and developed as a sequence of articulated units across the grade levels and with the high school where the pupils would continue their schooling; (6) that the generalization or theme of the social studies curriculum development was meaningful to the child; (7) that there was community and parent involvement in curriculum planning; and (8) that all these activities were combined through a laboratory approach.

### Focus

On the Personal Development of the Child.

### Courses and Credits

Instruction consisted of an articulated program including the following four courses: two seminars and two practica, taught over the seven week period. All units of credit were in semester hours.

1. Education 233.4, "Elementary School Social Studies," 3 units of credit. An integrated seminar to develop a common frame of reference and format for social studies materials to be used, with the scope and sequence emphasis upon personal growth and development. These concepts were shared on a daily basis so that articulation among the groups was developed systematically.

2. Education 235.5, "Advanced Workshops in Curriculum Materials," 3 units of credit. The key concept for this seminar was the teaching act and the development of materials for use in the primary, intermediate and upper grade levels of social studies in keeping with the concepts developed in Education 233.4.

3. Education 235.4, "Advanced Teaching Practicum," 1 unit of credit. This practicum provided for the field testing of the materials and techniques developed in Education 233.4 and Education 235.5 by actual teaching, by each team member, in the summer session classrooms.

4. Counseling 212, "Practicum on Interpersonal Development," 1 unit of credit. This practicum provided participants an opportunity to examine the interplay of the personal and professional dimensions of their lives in the non-evaluative climate of a small group of team members. It was intended to aid the participant in understanding his role and its relationship to other roles in the team interaction.

### General Criteria for All Applicants Except Community Participants

1. No previous participation in an NDEA Institute specializing in improvement of curriculum in the Social Studies area for disadvantaged youth.

2. Eligibility for graduate status at San Francisco State College.

3. Full-time employment in a district or school affiliated with the STEP program, including: any of the schools in the Sausalito School District, including Mill Valley personnel participating in the Inter-District Exchange Program; Tamalpais High School; and the Raphael Weill School in San Francisco.

4. **Commitment to full participation in all phases of the Institute Program.**
5. **Expectation of long term employment in the District where presently employed (for the community representative, in the area of present residence).**
6. **Expressed interest in revitalizing the Social Studies curriculum in grades K-9.**
7. **Direct or indirect responsibility for change in Social Studies curriculum in order to reach disadvantaged pupils in desegregated areas.**
8. **Willingness to become a contributing member of a "team" and to remain a member of said team throughout the duration of the Institute, including the 1968 summer session and the 1968-69 Academic Year.**

## Criteria for Selection of Participants

1. **The specified roles presented by the team composition.**
2. **The past and projected contribution of the participants in improvement in Social Studies curriculum and instruction for:**
   - **a) the total district**
   - **b) the local school**
   - **c) the individual classroom**
   - **d) the general field of social studies materials.**
3. **A variety of backgrounds, of philosophies of education in relation to social studies curriculum; of working relationships within district and schools; and of past and present use of social studies materials.**
4. **Creative activity, professional initiative and self-direction, flexibility, team approach and effective group interaction.**

## Additional Criteria for Specific Team Members

| | |
|---|---|
| **For Teachers:<br>(3 per team)** | **Direct involvement in the teaching of Social Studies in K-9.** |
| **For Administrators:<br>(1 per team)** | **Responsibility for developing curriculum and directing instruction in grades K-9.** |
| **For Guidance or Special Personnel:<br>(1 per team)** | **Responsibility for counseling boys and girls directly involved in these schools.** |
| **For Resource Teachers:<br>(1 per team)** | **Responsibility for improvement of curriculum and instructional materials and direct involvement in the improvement of the social studies program.** |
| **For STEP Teachers:<br>(1 per team)** | **A teacher who has completed the full STEP program and who has had experience as a classroom teacher.** |

| | |
|---|---|
| For College Faculty: (1 per team) | Direct involvement in STEP, the San Francisco State College Teacher Education or Interdisciplinary programs, or in a consultantship relationship to the above named districts or schools in the area of social studies curriculum development. |
| For Community Representative: | Member of a citizens' organization related to improvement of schools and/or a citizen involved in adult education. |

Expected Outcomes

It was anticipated that by the end of the Institute:

1. Each participant would understand the common frame of reference used in dealing with problems of disadvantaged youth; he would employ certain key concepts, generalizations, and definitions when considering problems of teaching disadvantaged youth.

2. Each participant would have developed the skills required to adapt and/or prepare curriculum materials through a group effort. These curriculum materials were organized around selected generalization from the Social Sciences. An integral part of this objective was the development of skills necessary to articulate units from grades one through nine.

   Three by-products of this objective were: (a) actual units adapted and/or produced by the participants; (b) the use and evaluation of the units in the schools when the participants return to teaching the following year; and (c) the ability to act as resource people for other teachers who were not able to participate in the Summer Institute.

3. The participant would have better understanding of his role definition and the role interaction patterns within the Institute teams. He would be able to function and maximize the effectiveness of work in his group. It was expected that these abilities would carry over to similar group tasks in his school.

Outcomes

This Institute proved to be one of STEP's most productive in-service activities in the area of curriculum development, special encounter group participation and in group organization.

There are large unit reports on curriculum from each of the four teams (some over 100 pages in length). These were excellent and will be used in the schools as a part of a Continuation Institute during the 1968-69 academic year. These reports are available on request.

A brief summary of the Institute Encounter Groups follows:

*The weekend following the first week of the Institute, the enrollees participated in encounter group sessions. These were held at the Ralston White Memorial Retreat in Mill Valley.*

*The sessions were planned as black-white encounter experiences -- on the assumption that teachers in ghetto and racially integrated schools would have conflicts and frustrations around black-white issues. Since there were not enough Negro teachers to provide an adequate balance of black and white participants, additional Negro teachers were recruited from outside the Institute by two of the co-leaders. Each of the four groups was organized originally with two professional co-leaders, one black and one white, with twelve participants, seven white and five black. One group which contained the administrative participants from the schools had an equal number of black and white participants. A distinct effort was made with the administrative group not to have teachers from their own schools in their group.*

*The sessions began at 7:00 p.m. after dinner and were to continue until Saturday afternoon, with each group being free to determine its own schedule of breaking for sleep when and if it wished. One group chose to continue as a marathon encounter group and met straight through until Saturday noon, stopping just for breakfast. The other three groups adjourned at different times after midnight for sleep and re-assembly after breakfast.*

*The encounter experiences were intensive stress situations in which the participants discussed their feelings about themselves and one another. The emphasis wason the "here and now" and an effort was made to get the participants to avoid intellectualizing and to deal with the reality of their feelings. The black-white focus did not hold throughout the sessions, but led to more specific hangups in interpersonal relations, attitudes and values.*

*The evaluations by the participants of the encounter experiences were extremely positive with a recommendation that it would have been desirable to have an additional encounter experience at the end of the summer institute.*

In the use of group organization, a special resource person analyzed and reported on group organization in the Institute. A full report on this activity is included in the Appendix.

Although it is difficult to evaluate through objective data the outcomes, from subjective responses and some objective analyses (see group organization in the Appendix) it is evident that the summer Institute was not only a unique and innovative experience but also a very valuable one with apparent successes. All participants are continuing throughout the 1968-69 year in this curriculum development; units of study have been duplicated and ready for use in classrooms. During the year the teams will meet on a scheduled basis for further instruction, interaction, work, and evaluation procedures. A report on this progress will be forthcoming at the close of the first semester (February 1969) and again at the close of the second semester (June 1969).

# C. GR. COUNSEL.

# STEP GROUP COUNSELING

## A. Introduction

Teacher education programs throughout the country have been developing unique professional laboratory and field experiences to help prospective teachers, but the personal development of these teachers which influences the professional development has usually been relegated to a didactic learning approach. If the latter approach is ineffective for professional development, it must obviously have severe limitations for personal development.

A Practicum on Interpersonal Development was conceived for the STEP program in order to provide teacher candidates with an opportunity where the interplay of the personal and professional dimensions of one's life could be explored in the non-evaluative climate of a small group of one's peers under the leadership of a professional group counselor.

As teacher candidates go through the professional development sequence, the Practicum on Interpersonal Development becomes the place where they can freely discuss their own attitudes and values; pupils' attitudes and values; and feelings of anxiety or hostility that are aroused by the different facets of the professional training program.

## B. STEP Group Counseling Program

One of the primary objectives of teacher education is to help a prospective teacher understand the way in which his affective self can influence him professionally. In preparing a teacher to work with disadvantaged youngsters, this aspect of teacher training assumes greater importance because of the likelihood that there may be greater dichotomies between attitudes and values of teacher and pupils.

STEP includes Counseling as an integral part of teacher preparation to furnish the student with a "laboratory setting" for a personal growth experience not furnished in the regular teacher education program. The "formal coursework," A Practicum on Interpersonal Development, carries one unit of credit each semester. The problem is to demonstrate that the Seminar makes a significant contribution to the development of teachers for the educationally disadvantaged.

One major concept included in the curriculum from pre-school through adult education is the concept of personality, its growth and development. A major task of the school is personality growth of the individual. The teacher's personality growth is a significant factor in the learning of children with whom he interacts in the classroom situation. Many teachers who have not resolved adequately their own developmental conflicts tend to work out their problems using children in the classroom. The maturity of the teacher (defined by the resolution of his major normal conflicts) is related to pupil interaction and classroom learning.

Concepts of human development and learning (physical and mental) are crucial to teacher education curriculum. The content suggested in most areas of teacher education is designed to assist the prospective teacher in the formulation of concepts basic to directing the cognitive growth and development of pupils.

The Practicum on Interpersonal Development stresses the affective domain and cannot avoid the intra-personal growth and development as well.

The counseling seminar can help STEP students to be more effective:

- by making them more perceptive about themselves and others;
- by examining the individuals' own subtle motivations and methods;
- by making them more flexible, more attentive to others, and more free to be honest and spontaneous;
- by helping them to become more adept at dealing with the here and now, without irrelevant retreats into the past or into vague speculation.

## C. STEP 1967-68 Counseling Program

During Fall, 1967, two groups of student teachers and interns met for group counseling. Four groups of new STEP students in the Student Assistant Phase met weekly for one and one-half hour sessions. During Spring, 1968, the four groups who moved into student teaching continued group counseling with the exception of those students who for reasons which they had discussed with the coordinator were excused.

The counseling seminars met weekly during the year and, in many instances, met even when there were official school holidays. The confidential nature of the discussions precludes much detail, but it is in keeping with professional ethics to note that the majority of the interactions were highly personalized and produced much affect. The relationship of the personal affect to the professional experiences tends to emerge more openly and specifically when the STEP students are in student teaching situations.

## D. Special Features

Several of the counseling groups met at their own initiative in marathon encounter sessions, which ranged from a continuous twelve hour session for one group to a twenty-four hour session for another.

## E. Plans for 1968-69

For Fall, 1968, the STEP students will each participate in two sixteen hour marathon encounter groups which will begin in the evening and run through until the following noon. These will be intensive stress sessions in which the participants will discuss their feelings about themselves and one another. The emphasis will be on the here and now, and an effort will be made to get the participants to avoid intellectualizing and to deal with the reality of their feelings. The objective is to develop greater sensitivity in the perceptual process of seeing and hearing.

In the Spring, 1969, STEP students will have an opportunity to volunteer for weekly group counseling sessions.

D. EVAL. & RESEARCH

# EVALUATION AND RESEARCH

## Objectives and Overview

The major responsibilities of the Evaluation and Research staff are:

1) To provide descriptive data on the STEP Student Teacher Group and to make comparisons between this group and other meaning comparison groups, such as students in the regular student teaching program on campus at San Francisco State College.

2) To obtain data relating to the experience of the STEP students in the program.

3) To develop evaluation instruments for use in studying the effectiveness of teaching and for possible use in the selection of candidates, and

4) To conduct research studies permitting evaluation of the effectiveness of the STEP program.

During the 1967-68 academic year a variety of project were carried out pertaining to the above objectives. Each is reviewed in detail below. In over-view form, they are as follows:

1) Comparisons of the STEP student groups in 1966-67 and 1967-68 and with comparison groups of regular college students in teacher education in both years.

2) A study of change on the part of the STEP students, both 1966-67 and 1967-68 and on the part of a 1967-68 comparison group comprised of students in the regular on-campus program at the college, in which particular focus was placed on experiences in ghetto schools in some courses and student teaching. This study of change is based entirely on changes on test scores.

3) Evaluation of the program by the STEP students using two instruments; one in which the students were asked to evaluate the program by content area and another in which they were asked to evaluate the staff and their own student group.

4) Follow-up of the STEP graduates in 1966-67 and 1967-68 with respect to teaching since completion of the program.

5) A series of projects devoted to development of instruments for various purposes. Four instruments have received considerable effort; they include an Observation Schedule for use in systematically recording classroom activities, a procedure for attempting to assess the adaptability characteristic, a questionnaire designed to get at

"Optimistic Orienation" and "Tolerance for Negro Assertiveness" on the part of the teacher, and an adaptation of the Cloze procedure for assessing communication skills.

6) The sixth study comprises a rather extensive set of correlations of the various test measures and assessments of teaching effectiveness obtained for the 1967-68 STEP group.

7) The seventh project is an attempt to obtain information as to the impact of the STEP program as a whole on the pupils involved in it. Data in the form of cognitive tests and a questionnaire measure of self-esteem were obtained.

8) The eighth study consists of comparisons of black and white pupils primarily within the Sausalito desegregated school system but to a limited degree only, including pupils at Raphael Weill Elementary School in a target area in San Francisco. Although the opinion is frequently expressed that programs such as STEP, and particularly the teachers involved, should make every effort to view children as individuals rather than in terms of color (to which we thoroughly subscribe) there are nonetheless questions pertaining to what is happening to the black and white children within various types of school experience, (e.g., which type of experience desegregated or segregated, within the confines of a community such as the Bay Area, provides the better educational experience for black children) which can only be answered by research which makes this type of comparison.

## I. COMPARISON OF STEP CLASSES (1966 AND 1967) AND COMPARISON GROUPS

It is of interest to examine the similarities between the groups of STEP students beginning the fall of 1966 and the fall of 1967. The data at hand consist of demographic data and two tests which were given both years -- The California Psychological Inventory (C.P.I) and the Tuft's Student Inventory, also referred to as the Education and Race Relations Questionnaire (ERR). The number of students is 33 in 1966, 34 in 1967. In general, the findings indicate the two STEP groups to be exceedingly similar on all variables and different in a number of respects from a sample selected from the regular program at the college. Inasmuch as the comparison of STEP 1966 and "regular" group is reported in detail in the Annual Report 1967, only the summary and occasional differences between the STEP groups are here reported.

The 1966 and 1967 STEP groups are virtually identical on all demographic variables with the following exceptions:

1. The 1967 class is slightly higher in average college status than the 1966 class, having 75% on graduate status as compared to 67% in 1966.

2. Slightly more of the 1967 class come from urban centers; 63% in 1967, 52% in 1966.

3. Only 3% of the 1967 class have "no siblings" as contrasted with 24% of the 1966 class.

4. The racial composition of high schools attended by STEP students indicates that the 1967 class came more from integrated high schools than did the 1966 class:

| | | |
|---|---|---|
| 90% Caucasian school | 66% in 1967 | 76% in 1966 |
| 75% Caucasian school | 30% in 1967 | 15% in 1966 |

5. The class of 1967 had only 15% of its students engaging in school-oriented clubs whereas 33% of the 1966 class belonged to such clubs.

6. The 1967 class participated more in social organizations and in protests and less in Associated Student projects (Experimental College, Tutorial Program, etc.) during their undergraduate program.

In comparing the two groups of STEP students (1966 and 1967) with a random sample selected from the regular college program leading toward a Standard Elementary Teaching Credential, it was found that the STEP students tend to be older and further advanced educationally, show very little difference in undergraduate majors, show greater independence in living accommodations, (i.e., are more likely to live with friends or alone than with parents), show little difference in terms of size of community from which they come, have parents with a somewhat higher educational level, and in which the major wage earner is more likely to fall within the professional or executive occupational classification. More of the STEP students are enrolled at San Francisco State for the first time as compared to the regular college group.

During high school, the STEP groups indicate appreciably less participation in social or athletic activities and greater orientation toward academic or intellectual pursuits. This pattern was maintained for the most part during their college undergraduate experience. Little difference was found in regard to leisure time interests except in the area of athletics and sports which is much more prevalent in the regular college group. The extent of community activity (political or service) apart from that offered within or by the college is slight.

On the C.P.I. the STEP students have significantly higher scores (.05 level) on measures suggesting that they are more likely to be seen by others as being ambitious, resourceful, enterprising, tolerant, concerned about and able to make a good impression, independent and self-reliant, efficient, clear-thinking, perceptive, spontaneous, insightful, informal and flexible. (See Fig. 1) Both STEP groups appeared very similar on the C.P.I.

On the Tuft's inventory, the STEP groups showed a non-significant difference when compared with the regular college group on the human-heartedness scale. Comparisons of the other two scales showed significant differences suggesting that the STEP groups are less irrational in their thinking against minority groups but more irrational in their thinking in favor of minority groups than the regular college students.

At the beginning of the 1967 program, a somewhat different comparison group was located. It consisted of a group of students enrolled in the regular program on campus and who had expressed a desire to teach in underprivileged areas and whose regular program incorporated certain modifications on that account. The modifications consisted of student teaching in educationally disadvantaged schools and in emphasizing a variety of experience in such schools as a part of methods courses which preceded student teaching. Thus, this group experienced a program which may be described as intermediate between the regular program and the rather intensive focus on disadvantaged pupils and an off-campus program represented by STEP. These two groups, the 1967 STEP and 1967 comparison groups were exceedingly similar on the pre-tests which consisted of the C.P.I., the Tuft's Survey, and two additional tests, the Opinion Survey, providing measures of optimistic orientation and tolerance for Negro assertiveness, and the Picture Survey Inventory providing measures of proneness to control in the classroom and openness of communication. On the latter measure both groups of beginning student teachers showed much lower scores on control and somewhat higher scores on communication than has been found with previous studies of experienced teachers.[1]

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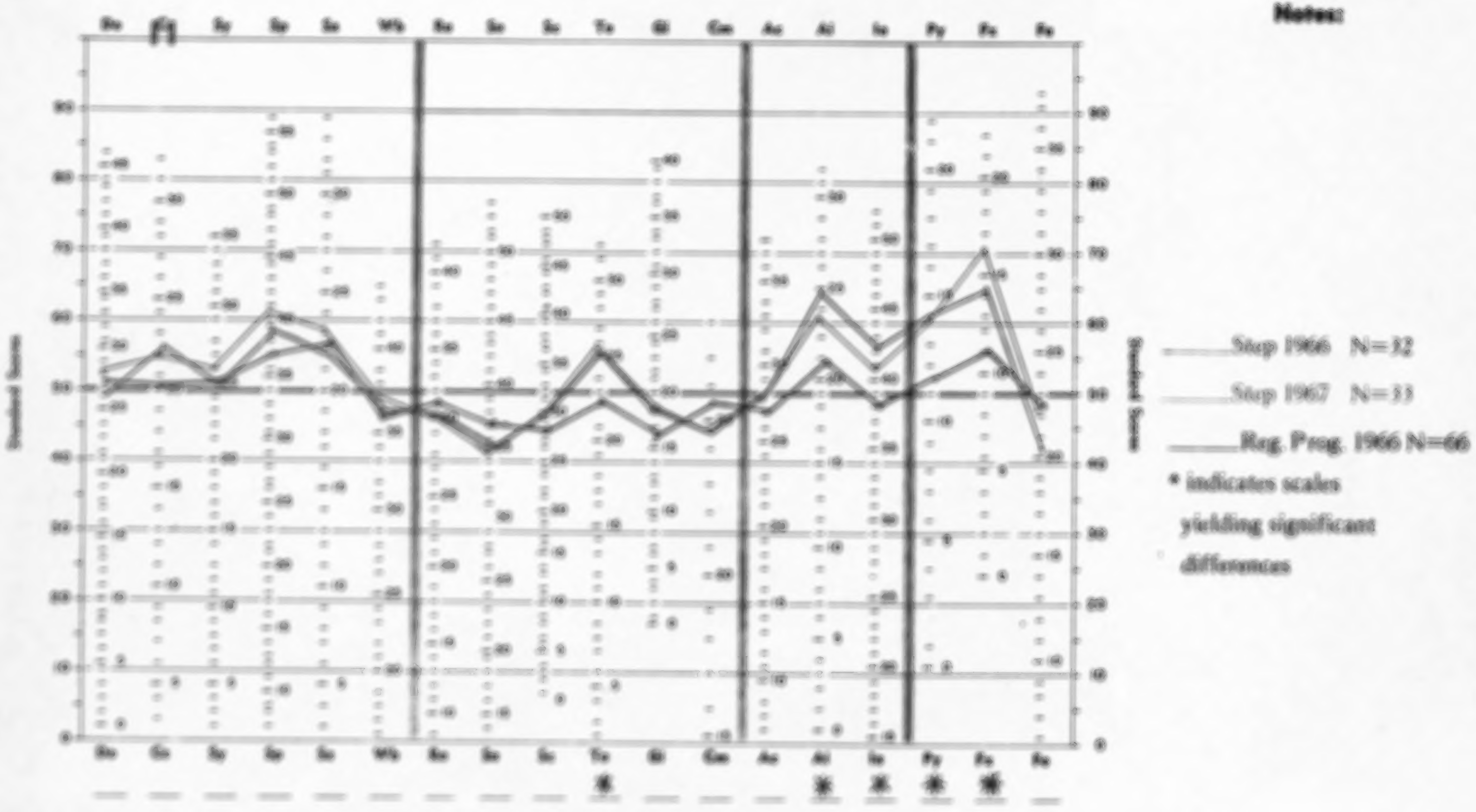
[1] Rowan, N. "The Relationship of Teacher Interaction in Classroom Situations to Teacher Personality Variables." Unpublished Doctoral Dissertation, University of Utah, 1967.

**PROFILE SHEET FOR THE** *California Psychological Inventory*: **Fig. 1**

Name **Comparison of 1966 and 1967 STEP students** Age ______ Date Tested ______

Other information **(Both sexes) and Students in Regular Program (1966)**

**Notes:**



## II. CHANGE ON THE PART OF STEP STUDENTS (1966 AND 1967) AND 1967 COMPARISON GROUP

Of the original group of 33 students beginning the STEP program in the fall semester 1966, all but 16 finished the program at the close of the fall semester 1967-68. When it was decided to obtain retest data on this class, an attempt was made to test the students shortly before they left campus; toward the end of the fall semester of 1967-68. Of the 16 contacted, 13 took the retest on C.P.I. and Tuft's Student Inventory. Scores on all 18 of the C.P.I. variables showed very slight and non-significant change on the part of these students. On the Tuft's Inventory, these students showed a significant change on the "Human-Heartedness" Scale, suggesting an increase in this characteristic. The changes on the other two Tuft's measures (Irrationality Against Minority Groups and Irrationality Toward Minority Groups) were not significant, but the trend is slightly suggestive of movement toward a somewhat more typical pattern, i.e., a slight increase in the direction of Irrationality Against Minority Groups, though still exhibiting less of this characteristic than the regular college group, and similarly a change in score suggesting less irrationality toward minority groups.

Inasmuch as no evidence of change on the C.P.I. was indicated for the 1966 group, the 1967 groups were not retested on this instrument. The other three pre-test instruments, however, were repeated, i.e., the Reactions Questionnaire, Tuft's Inventory, and P.S.I. On the Reactions Questionnaire -- Optimistic Orientation Measure, neither the STEP class nor the comparison group showed a significant change from pre- to post-testing. On the Reactions Questionnaire -- Tolerance for Negro Assertiveness Measure, both groups showed an increase of approximately the same magnitude. In the case of the control group, the difference was very nearly significant at the .05 level (t = 1.94). The *t* value for the STEP class was somewhat lower, due primarily to greater variability among the STEP students. Neither group showed change on the P.S.I. control score, the mean change being very nearly zero for both groups. In contrast, both groups showed an increase on the P.S.I. Communications score; though in neither case was the increase significant. The mean increase for the Comparison group was .95; for the STEP group 2.16 resulting in a *t* value 1.66.

The results on the Tuft's Inventory are exceedingly difficult to interpret primarily due to a number of factors which cast doubt on the validity of the post-test results for the 1967-68 STEP group. The test was administered, as were the others, in the last few days of summer session, shortly before the students completed the program. Testing conditions on this particular day were less than optimal in part because of the end of the credential sequence, in part due to the warmth of the day, and in part due to distracting activities going on outside the testing room. Further, a number of the students had expressed displeasure at being tested again, and in particular, were resentful of the Tuft's scale and most especially of the second part. Due to these factors and comments made by some of the students, we seriously question the validity of these scores. However, inasmuch as the STEP students showed a significant increase on the "Human-Heartedness" Scale, significant at less than the .01 level, and since this difference was also found with the 13 students retested from the 1966 group, we are inclined to report this result as having some meaning. If one were to interpret the results on the second section of the Tuft's Inventory, one would say that the STEP group showed a significant

**change in the direction of both greater irrationality against minority groups and greater irrationality in favor of minority groups. Inasmuch as these results are logically inconsistent and support our skepticism as to the validity of the post-test, we would discount them completely. The comparison group showed a change, significant at the .05 level, suggesting an even lower degree of irrationality against minority groups on the post-testing. Their mean score also changed in the direction indicating greater irrationality toward minority groups, but this difference was not significant.**

## III. EVALUATION OF PROGRAM BY STUDENTS

STEP Feedback Questionnaire (1967-68)

This instrument was administered at the beginning of the summer session.[1] Its purpose is to assess student reaction to a series of major STEP objectives. The student is asked to judge each of 26 objectives as to relevance and achievement and, subsequently, to rank the curriculum areas as to extent of contribution. Student anonymity was maintained. Each of these aspects is discussed below. Comparisons with the results of the preceding year (1966-67) on identical items are also discussed.

Relevance-Achievement

It will be noted on Table X that, as would be expected, the evaluations of achievement in the program are consistently lower than the evaluations as to relevance. Consequently, the following procedure was adopted to standardize discussion. The percentage of students giving each particular objective the highest rating, i.e. "D" as to relevance is reported and the proportion of students rating achievement as "A" or "B" (which will be considered poor achievement) is indicated for each objective.

1. Establishing a working familiarity with the dynamics of the classroom environment.

This objective was perceived by 68% as having considerable relevance and was given poor achievement by only 6%.

2. Distinguishing between overt and covert (latent) "behavior", including understanding of underlying meaning, motivation, defense mechanisms and anxiety.

Seventy-four per cent viewed this objective as having considerable relevance. Achievement is seen as intermediate, 23% responding in the lower two categories.

3. Selecting two or more approaches to teaching a mathematical concept, choosing an approach and justifying this choice for a particular pupil population.

Sixty-three per cent see this as high in relevance and it is seen as rather poorly attained with 41% placing it in the lower categories.

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[1] The numbering of the items has been changed so as to make it coincide with the numbering used in the 1966-67 form reported in the 1967 Annual Report. The changes in the form from the earlier to the present year consisted of deleting the old Item 3, changing Items 1 and 7, and adding seven new items. When comparing present results to prior results, the items which are identical in both forms are those numbered 2, 4 through 6, and 8 through 20. If comparisons are made with the form that was administered most recently, item content will have to be used as the guide since the numbering system has been altered considerably.

4. Understanding concepts such as mental health, normality, maturity, and adjustment as they relate to the problems of the disadvantaged.

This objective is seen as having considerable relevance by 65% of the students. However, it is seen as poorly attained by 39% of the students.

5. Gaining knowledge of developmental theories of child growth (e.g. life cycle, critical periods) including those of Freud, Rogers, Sullivan, Erikson, Piaget, social-learning theorists.

This objective is given considerably less weight in relevance with only 35% scoring it as having considerable relevance, and 51% view this objective as poorly attained.

6. Assessing the relative degree of growth in pupil's affective, cognitive and social behavior.

This objective is seen as having considerable relevance by 65% of the students and is seen as poorly attained by approximately one third of the students.

7. Establishing rapport with class so that there is effective two-way communication.

This objective is given very high relevance with 90% scoring it in the highest category and it is seen as quite well attained, only 10% viewing it as poorly achieved.

8. Developing alternative teaching procedures and approaches effective in modifying pupil behavior.

This objective is seen as very high in relevance -- 84% putting it in the top category but is seen as rather poorly achieved with 36% putting it in the bottom two categories.

9. Assessing the initial affective, cognitive, and social behavior of the child.

Seventy per cent saw this objective as having considerable relevance and 54% saw it as poorly achieved, making it one of the objectives seen as most poorly achieved.

10. Specifying relevant principles (e.g. socialization, maturation, psychological) to support choice of instructional objectives.

This objective is seen as intermediate in relevance -- 52% placing it in the highest category and as rather poorly achieved with 48% placing it in the lower two categories.

11. Obtaining information about the individual child and his community for the purpose of helping the child to make wise decisions about his own future.

This objective is seen as highly relevant by 65% of the students but is seen as poorly achieved by 45%.

12. Establishing a warm, relaxed, non-threatening situation which promotes the individual child's development of a realistic perception and assessment of himself.

This objective is seen as the most relevant of all with 94% placing it it in the top category. It is seen as poorly achieved by 35% of the students.

13. Interacting satisfactorily in a group experience in which leadership and membership roles emerge, and group interpersonal problems were presented and solved.

Eighty-per cent placed this objective in the high relevance category. Achievement is seen as poor by 52% -- one of the poorest achievement assessments.

14. Developing an understanding of the manner in which one's attitudes and values influence one's performance as a teacher.

This objective is seen as high in relevance with 87% putting this in the top category and is seen as rather well achieved with only 16% placing it in the lower two categories.

15. Clarifying one's career decision about becoming a teacher of the educationally deprived.

Seventy-nine per cent of the students placed this in the highly relevant category and 22% see it as poorly achieved.

16. Developing understanding of the influence of pupil peer group attitudes and values.

Eighty-seven per cent see this as highly relevant and it is seen as one of the best achieved objectives with only 13% placing it in the "poorly achieved" category.

17. Dealing with the realities of the teaching situtation that arouse feelings of anxiety and hostility within oneself.

This is also seen as a highly relevant objective -- 87% giving it top ranking and it is seen as relatively well achieved with 26% placing it in the lower categories.

18. Applying the scientific approach to understanding human behavior.

This objective is the only one to receive a very low weighting as to relevance with only 19% placing it in the highly relevant category and it is seen as very ineffectually achieved with 68% placing it in the lowest two categories.

19. Developing an understanding of the role of culture which contributes to the development of the pupil's self-concept.

This is seen as highly relevant -- 84% placing it in the top category and as moderately well-achieved, 22% placing it in the "poor" category.

20. Developing a flexible and spontaneous approach to others.

Eighty-one per cent see this as having considerable relevance and it is seen as rather well achieved, with only 16% placing it in the lower categories.

21. Selecting a content topic and organizing facts about the topic in a logical sequence for efficient pupil learning and achievement.

Seventy-one per cent perceived this objective as high in relevance and it is seen as moderately well achieved -- 19% placing it in the lower categories.

22. Carefully selecting two or three generalizations and concepts and using these as organizing ideas in writing a Social Studies Unit.

This objective is seen as intermediate in relevance -- 57% place it in the top category. It is seen as moderately well achieved with 32% placing it in the lowest categories.

23. Teaching reading in multiple ways, building needed readiness skills for reading at any grade level or age of a child (individualized teaching).

This objective is seen as highly relevant -- 90% placing it in the top category but as very poorly achieved with 61% placing it in the lower categories.

24. Facilitating verbal fluency and richness at all grade levels and planning/executing experiences that will help pupils see the relationships of oral and written language.

This objective is seen as moderate in relevance -- 67% picking it as high and as poorly achieved with 50% placing in the lower categories.

25. Describing and pointing up the logical relationships in the paradigm of the teaching act (analyzing information, formulating objectives, selecting procedure, and evaluating the effect upon pupils).

Sixty-six per cent see this objective as having considerable relevance and approximately one-third see it as poorly achieved.

26. Selecting a topic in mathematics and planning a lesson which focuses on inductive learning balanced with an appropriate readiness, motivation and follow-up techniques.

Eighty per cent see this as high in relevance. Thirty per cent placed it in the lower categories of achievement.

## Contribution of Program Area to Objective Attainment[2]

With regard to the contribution of various aspects of the program to the achievement of the objectives, the picture is in one respect exceedingly clear. The students clearly see their teacher-assistant/student teaching experience as the paramount influence in the attainment of almost all of the objectives. The only objective for which this does not rank No. 1 is that pertaining to gaining knowledge of developmental theories of child growth and here it runs a rather close second. On many objectives it far outdistances its nearest competitor; on others it has fairly close competition. The area seen as second most valuable is the instructional conference and student teaching seminar, which of course closely parallels the student teaching itself. This aspect of the program is given a substantial weighting in contribution to all objectives and is seen as contributing highly to several, notably those pertaining directly to teaching but also to some pertaining to understanding of group behavior, etc.

The social and psychological foundations area is seen as making rather important contributions, primarily to those objectives wherein the relationship seems logical; for example, gaining understanding of sociological or psychological concepts and objectives dealing with pupil assessment. It is seen as making very little contribution to the more clearly "methods" areas as would be expected. Conversely, the more purely curriculum courses are seen as making substantial contributions to the clearcut curriculum objectives and as making a very limited contribution to the more general psychological objectives or to objectives dealing with the teaching situation itself. Thus, perhaps the only surprising thing in connection with the course work in both the "foundations" and "methods" areas is that both are, in general, seen as making considerably less contribution to "their" objectives than are the student teaching and the student teaching seminar and instructional conferences.

The seminar in interpersonal development is seen as making relatively little contribution to the objectives. This is, of course, to be expected with regard to many of the objectives, particularly those dealing with curriculum and the more technical social and psychological content area.. What is somewhat surprising, however, is the relatively poor showing made by this area with regard to objectives directly related to the counseling experience. Thus, the seminar is seen as making some degree of contribution to a satisfactory intergroup experience, understanding one's attitudes, clarifying one's career decision and dealing with one's feelings about the teaching situation but in all of these instances the contribution is viewed as considerably less than that made by either student teaching or the student teaching seminar and with regard to two objectives (establishing a relaxed, non-threatening situation, and developing an understanding of the influence of pupil-peer group attitudes and values) it is seen as making virtually no contribution.

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[2] It should be noted that the format used in this section proved cumbersome and was probably responsible for the failure of some students to complete this section.

## Summary

With regard to the relevance of the STEP objectives, it may be stated that the students generally accord high relevance to those listed with two exceptions, these being, "applying the scientific approach to understanding human behavior;" and "gaining knowledge of developmental theories of child growth." Those objectives receiving the highest judgments of relevance appear to fall into two clusters. One is comprised of objectives which deal most directly with the teaching act itself, i.e., establishing rapport, being able to select alternative teaching procedures, establishing a relaxed situation, and procedures relating directly to the teaching of reading and mathematics. In addition, however, there appears to be a second cluster which deals more with understanding of one's self and one's pupils. Included here are "clarification of one's career choice," "understanding of one's own attitudes toward teaching," "development of flexibility," "interacting satisfactorily in groups, and "understanding of the influence of pupils' peer attitude and the influence of culture." Somewhat behind these objectives in perceived value are those which pertain to general psychological understanding including assessment of pupil status and progress and the understanding of psychological, sociological and logical concepts as they pertain to teaching and planning for teaching.

With regard to achievement of the objectives, it should be noted first that, as is to be expected, the perceived level of achievement is considerably below that of perceived relevance. It appears that those objectives viewed as best achieved are, in the first instance, those which again apply most directly to classroom experience, i.e., establishing an understanding of dynamics of the classroom environment, establishing rapport with the class, and understanding the effects of pupil-peer group attitudes. In addition, the objectives of developing a flexible and spontaneous approach to others is viewed as quite well attained.

At a somewhat lower level of achievement are a series of objectives which seem to apply both to personal reactions to teaching and to certain activities rather directly related to teaching. Thus, objectives having to do with understanding one's own hostilities emerging from teaching, clarifying one's career choice and understanding one's own attitudes appear as do objectives rather specifically related to the assessment of children's growth and planning of content lessons. At a still lower level of achievement appear a cluster of objectives which appear to be of a somewhat more intellectual nature including understanding of psychological concepts and principles pertaining to teaching, seeing underlying implications of behavior as well as being able to spell out rationale for certain procedures. Also included here is the ability to establish a warm, relaxed classroom atmosphere which is seen as rather poorly attained. By far the worst achievement, however, pertains to a cluster of six: namely, the understanding of developmental theories of child growth; interacting satisfactorily in a group experience, applying a scientific approach to human behavior, teaching reading in multiple ways, facilitating verbal fluency and assessing initial pupil behavior. It will be recalled that two of these objectives; knowledge of developmental theories and application of a scientific approach are not viewed by these students as particularly relevant. However, the remaining four are seen as quite important and it would appear that the greatest discrepancy between the student assessment of importance and the success of the program is with regard to these four objectives.

Comparison with Preceding Year

It is of some interest to compare the reactions of this year's STEP class with the preceding year. There are, however, certain limitations in these comparisons, most notably that the evaluation this year was made upon completion of the entire two semesters' experience with only the additional summer of practice teaching remaining, whereas in the preceding year, it was made after the first semester, after which most of the course work that year had been completed. Thus the time of comparison is different. Further, the program had changed in a number of ways, most notably in that the preceding year's group had not, at the time of program evaluation, begun practice teaching and hence this was not offered to them as one of the areas to weight in terms of influence nor had they yet had that experience. Furthermore, some of the objectives themselves have been modified. For these reasons, a detailed comparison of responses to particular objectives is not made, rather a few generalizations which inspection of the data seemed to justify are offered. The first pertaining to those objectives which were identical the two years (eighteen in number). None were rated lower in relevance by this year's group, whereas seven were rated somewhat higher in relevance, most having to do with things somewhat removed from specific classroom activities, such as understanding concepts in mental health, assessing both status and growth of pupils, being able to specify relevant principles, and understanding the culture.

The second observation is that some objectives are viewed as somewhat better achieved by this year's group, i.e. assessing pupil growth," "clarifying career decisions," "understanding pupil-peer group influence," "dealing with one's own anxieties as a result of a teaching experience" and "achieving flexibility." Those objectives perceived as somewhat more poorly achieved by this year's group are as follows: "assessing pupil's initial status," "establishing a warm classroom atmosphere," and "the scientific approach." The latter, however, is an objective having very low relevance in both groups. It may be speculated that the greater perceived difficulty in establishing a warm classroom atmosphere may be attributable to those students having a practice teaching experience at Raphael Weill School which was not available to the preceding year's group and wherein the difficulties of maintaining a warm classroom atmosphere may be somewhat greater than in the Sausalito schools.

In total then, there would seem to be a general improvement, both with regard to agreement between program and students as to the relevance of objectives and to some extent in the achievement of these objectives. With regard to the aspects of the program contributing to the objectives, the comparisons are extremely difficult. In the preceding year there was considerable variation among areas in terms of their contribution to objectives, i.e., the five program areas (which were not identical with those used this year);each was seen as contributing and, in general, to those objectives having a logical relationship to it. In contrast, in this year's group where both student teaching and the accompanying supervisory seminars were included as areas, these two, primarily the former, carried most of the weight by way of contribution to the attainment of all objectives. In general, they saw the accompanying instructional conferences as contributing second most and the other three areas, the foundations, curriculum courses and interpersonal seminars as contributing relatively little in comparison.

## TABLE 1

### PERCENTAGE OF STEP STUDENTS MAKING EACH CHOICE FOR EACH OBJECTIVE - SPRING 1968

| | RELEVANCE | | | | | ACHIEVEMENT | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | A | B | C | D | N | A | B | C | D |
| 1. | 31 | 0.0 | 16.1 | 16.1 | 67.7 | 31 | 0.0 | 6.4 | 58.1 | 35.5 |
| 2. | 31 | 0.0 | 9.7 | 16.1 | 74.2 | 30 | 0.0 | 23.3 | 63.3 | 13.4 |
| 3. | 30 | 0.0 | 0.0 | 36.7 | 63.3 | 31 | 16.1 | 25.8 | 29.0 | 29.0 |
| 4. | 31 | 0.0 | 16.1 | 19.4 | 64.5 | 31 | 0.0 | 38.7 | 45.2 | 16.1 |
| 5. | 31 | 0.0 | 32.3 | 32.3 | 35.5 | 31 | 6.4 | 45.2 | 35.5 | 12.9 |
| 6. | 31 | 0.0 | 12.9 | 22.6 | 64.5 | 31 | 0.0 | 32.3 | 42.0 | 25.8 |
| 7. | 31 | 0.0 | 0.0 | 9.7 | 90.3 | 31 | 0.0 | 9.7 | 61.3 | 29.0 |
| 8. | 31 | 0.0 | 0.0 | 16.1 | 83.9 | 30 | 3.3 | 33.3 | 50.0 | 13.3 |
| 9. | 30 | 3.3 | 6.7 | 20.0 | 70.0 | 31 | 16.1 | 38.7 | 25.8 | 19.4 |
| 10. | 29 | 6.9 | 10.3 | 31.0 | 51.7 | 29 | 13.8 | 34.5 | 34.5 | 17.2 |
| 11. | 31 | 0.0 | 9.7 | 25.8 | 64.5 | 31 | 12.9 | 32.3 | 32.3 | 22.6 |
| 12. | 31 | 0.0 | 0.0 | 6.4 | 93.5 | 31 | 3.2 | 32.3 | 35.5 | 29.0 |
| 13. | 30 | 3.3 | 0.0 | 16.7 | 80.0 | 31 | 9.7 | 42.0 | 32.3 | 16.1 |
| 14. | 31 | 0.0 | 3.2 | 9.7 | 87.1 | 31 | 3.2 | 12.9 | 45.2 | 38.7 |
| 15. | 29 | 0.0 | 3.4 | 17.2 | 79.3 | 31 | 3.2 | 19.4 | 25.8 | 51.6 |
| 16. | 31 | 0.0 | 3.2 | 9.7 | 87.1 | 30 | 0.0 | 13.3 | 40.0 | 46.7 |
| 17. | 31 | 0.0 | 0.0 | 12.9 | 87.1 | 31 | 3.2 | 22.6 | 22.6 | 51.6 |
| 18. | 26 | 15.4 | 30.8 | 34.6 | 19.2 | 29 | 20.7 | 44.8 | 31.0 | 3.4 |
| 19. | 31 | 0.0 | 6.4 | 9.7 | 83.9 | 31 | 3.2 | 19.4 | 42.0 | 35.5 |
| 20. | 31 | 0.0 | 16.1 | 16.1 | 80.6 | 31 | 0.0 | 16.1 | 51.6 | 32.3 |
| 21. | 31 | 0.0 | 3.2 | 25.8 | 71.0 | 31 | 3.2 | 16.1 | 64.5 | 16.1 |
| 22. | 30 | 0.0 | 16.7 | 26.7 | 56.6 | 31 | 6.4 | 25.8 | 45.2 | 22.6 |
| 23. | 29 | 0.0 | 0.0 | 10.3 | 89.6 | 31 | 25.8 | 35.5 | 29.0 | 9.7 |
| 24 | 30 | 3.3 | 0.0 | 30.0 | 66.7 | 30 | 30.0 | 20.0 | 40.0 | 10.0 |
| 25. | 29 | 0.0 | 6.9 | 27.6 | 65.5 | 29 | 0.0 | 34.5 | 51.7 | 13.8 |
| 26. | 30 | 3.3 | 0.0 | 16.7 | 80.0 | 30 | 10.0 | 20.0 | 40.0 | 30.0 |

N.B. A= not at all D= considerable

## TABLE 2

### PERCENTAGE OF HIGH AND LOW RANKING FOR EACH OBJECTIVE BY PROGRAM AREA - SPRING 1968

| | | A* | B | C | D | E | N |
|---|---|---|---|---|---|---|---|
| 1. | High | 100.0 | 22.6 | 12.9 | 54.8 | 9.7 | 31 |
| | Low | 0.0 | 29.0 | 64.5 | 32.2 | 74.2 | |
| 2. | High | 86.7 | 56.7 | 23.3 | 26.7 | 6.7 | 30 |
| | Low | 6.7 | 3.3 | 56.7 | 50.0 | 83.3 | |
| 3. | High | 95.4 | 0.0 | 0.0 | 86.4 | 40.9 | 22 |
| | Low | 4.5 | 59.1 | 86.4 | 13.6 | 36.4 | |
| 4. | High | 82.8 | 44.8 | 10.3 | 44.8 | 13.8 | 29 |
| | Low | 0.0 | 17.2 | 72.4 | 34.5 | 79.3 | |
| 5. | High | 64.3 | 82.1 | 14.3 | 25.0 | 10.7 | 28 |
| | Low | 17.8 | 3.6 | 71.4 | 25.0 | 85.7 | |
| 6. | High | 93.1 | 41.4 | 17.2 | 37.9 | 6.9 | 29 |
| | Low | 6.9 | 10.3 | 65.5 | 34.5 | 86.2 | |
| 7. | High | 96.7 | 23.3 | 23.3 | 48.4 | 3.3 | 30 |
| | Low | 3.3 | 23.3 | 58.1 | 30.0 | 83.9 | |
| 8. | High | 96.5 | 20.7 | 3.4 | 69.0 | 6.9 | 29 |
| | Low | 3.4 | 27.6 | 75.9 | 20.7 | 75.9 | |
| 9. | High | 93.1 | 31.0 | 6.9 | 55.2 | 13.8 | 29 |
| | Low | 6.9 | 13.8 | 72.1 | 24.1 | 79.3 | |
| 10. | High | 74.1 | 40.7 | 11.1 | 48.1 | 22.2 | 27 |
| | Low | 11.1 | 25.9 | 74.1 | 22.2 | 70.4 | |
| 11. | High | 100.0 | 37.0 | 3.7 | 48.1 | 11.1 | 27 |
| | Low | 0.0 | 7.4 | 88.9 | 22.2 | 81.5 | |
| 12. | High | 96.6 | 27.6 | 10.3 | 55.2 | 10.3 | 29 |
| | Low | 3.4 | 27.6 | 58.6 | 24.1 | 86.2 | |

(Continued on next page)

* A - Teacher Assistant - Student Teaching
B - Social and Psychological Foundations
C - Seminar in Interpersonal Development
D - Instructional Conferences and Student Teaching Seminar
E - Course Work in Curriculum

TABLE 2 (Continued)

| | | A | B | C | D | E | N |
|---|---|---|---|---|---|---|---|
| 13. | High | 72.0 | 20.0 | 32.0 | 60.0 | 16.0 | 25 |
| | Low | 8.0 | 44.0 | 52.0 | 12.0 | 84.0 | |
| 14. | High | 78.6 | 25.0 | 28.6 | 60.7 | 7.1 | 28 |
| | Low | 10.7 | 35.7 | 53.6 | 21.4 | 78.6 | |
| 15. | High | 88.0 | 24.0 | 40.0 | 40.0 | 8.0 | 25 |
| | Low | 4.0 | 24.0 | 48.0 | 32.0 | 92.0 | |
| 16. | High | 95.6 | 39.1 | 4.3 | 52.2 | 8.7 | 23 |
| | Low | 0.0 | 8.7 | 68.3 | 21.8 | 91.3 | |
| 17. | High | 92.3 | 11.5 | 30.8 | 42.3 | 15.4 | 26 |
| | Low | 0.0 | 26.9 | 46.2 | 38.5 | 80.8 | |
| 18. | High | 78.9 | 52.6 | 5.3 | 42.1 | 21.0 | 15 |
| | Low | 5.3 | 10.5 | 73.7 | 31.5 | 78.9 | |
| 19. | High | 83.3 | 41.7 | 8.3 | 58.3 | 8.3 | 24 |
| | Low | 8.3 | 12.5 | 70.8 | 29.2 | 79.2 | |
| 20. | High | 92.0 | 16.0 | 28.0 | 52.0 | 12.0 | 25 |
| | Low | 8.0 | 28.0 | 52.0 | 24.0 | 88.0 | |
| 21. | High | 95.8 | 8.3 | 8.3 | 58.3 | 29.2 | 24 |
| | Low | 4.2 | 29.2 | 83.3 | 29.2 | 54.2 | |
| 22. | High | 84.0 | 8.0 | 8.0 | 64.0 | 36.0 | 25 |
| | Low | 4.0 | 40.0 | 84.0 | 28.0 | 44.0 | |
| 23. | High | 95.8 | 8.3 | 8.3 | 45.8 | 41.7 | 24 |
| | Low | 4.2 | 54.2 | 79.2 | 25.0 | 37.5 | |
| 24. | High | 95.4 | 9.0 | 0.0 | 50.0 | 45.0 | 22 |
| | Low | 0.0 | 45.0 | 90.9 | 22.7 | 40.9 | |
| 25. | High | 81.8 | 13.6 | 0.0 | 77.3 | 27.3 | 22 |
| | Low | 9.0 | 22.7 | 90.9 | 22.7 | 54.5 | |
| 26. | High | 95.6 | 4.3 | 4.3 | 56.5 | 39.1 | 23 |
| | Low | 0.0 | 47.8 | 87.0 | 17.4 | 47.8 | |

## STEP Reactions Questionnaire

In addition to the Program Evaluation Questionnaire which seeks to evaluate student perceptions of the relevance and achievement of the specified STEP objectives, the Reactions Questionnaire was administered on completion of the program to get reactions to staff and the program in general. The intent of the questionnaire and consequent organization of it was to provide a chance for the students to evaluate the staff within the major staff sub-divisions on a) competence, b) commitment and c) attitude appropriate to the STEP goals. It was decided not to solicit evaluations of individuals though, in many instances, these were made by the students. Before discussing the results pertaining to each area, a general overview of the nature of student response is in order. Of the 31 protocols, nine can be quite objectively described as quite favorable toward the program in that these students indicated in their summaries general satisfaction with the program; generally gave high ratings to the various areas and expressed no strong resentment to the program. This does not, in any sense, mean that these nine did not have specific criticisms but indicates that their overall perception was positive.

Eleven protocols express considerably more reservations about the program as a whole and are best described as rather neutral. These students typically had a good deal to say that was both positive and negative. Finally, six protocols can be described as exceedingly negativistic toward the program, almost in its entirety. One finds within these protocols certain positive features but the overall impressions, usually fostered by exceedingly strong statements about the program, must be considered to be predominately negative. Of these six protocols, three are given over in large part to epithets toward the program, one consisting only of profanity as applied to each of the areas. The other three contain more definitive and in some instances constructive suggestions.

## Part I -- Analysis by Staff Grouping

### A. Course Instructors

A general criticism voiced by a number of students about the course instructors was lack of specific experience in ghetto schools. Although student opinions varied with respect to all areas of instruction, in general the response to the mathematics course was very high, with regard to all areas: competence, commitment and attitude; with the educational psychology course running a fairly close second. In general, the reaction to the other course areas was quite negative though there were exceptions. Specific criticism of those courses ranged from omission of content as in reading (mentioned also on the Program Evaluation Questionnaire) to characteristics related to teaching and attitude.

### B. Supervisors

The reaction to the Supervisor group was in general quite positive with the exception of a very wide-spread complaint that not enough time was made available to them to work with the supervisors. More specifically, a very widespread complaint was that the supervisors did not observe them frequently enough nor give them enough help. Infrequent criticisms had to do with poor communication with STEP students and/or black pupils.

## C. Resident Teachers

Reactions to the resident teachers ranged from extremely positive to extremely negative, the preponderence, however, being clearly on the positive side with many students having very positive reactions to their student teaching experience. A number of students had two resident teachers and in most cases had very different reactions to the two, with one being viewed much more positively than the other. Where criticism was made, it was made in relation to the teacher's inability to deal with black children, difficulty in communicating to a student teacher, lack of clarity in relation to the STEP program, or inadequacy as a teacher. In light of complaints received by the staff during the year, the reactions expressed toward the resident teachers is considerably more positive than would have been anticipated. Only four students expressed very severe displeasure with their resident teacher.

## D. Counseling

Reaction to the counseling program is rather strong with eight students expressing extremely negative reactions to counseling and an almost identical number very positive feelings, the remainder being somewhere between. Those who felt negative about the experience seemed to focus on the personal characteristics of the counselor for the most part. Common suggestions are that the program be voluntary, rather than required and that, in any case, the purposes of counseling need to be made clear.

## E. Administrators

The STEP administrators came in for a good deal of criticism, most of it revolving around one particular issue, i.e. lack of involvement with the STEP students themselves, this being mentioned by approximately one-third of the group. In some instances this critcism was accompanied by statements of feeling that the administrators lacked confidence or trust in the student group and in other instances was linked with the statement that the administration seemed more concerned with paper work, promoting the project and raising money than with the needs of the students as such. As one student put it, "The project needs strong leaders." The group seemed to look to the administration for this kind of leadership and in large numbers had the perception that this need was not met.

With regard to the structure of the program, several students commented that the program needed more structure; more direction and about an equal number felt that it had too much structure and was too resistant to change. It may be that this apparent split in opinion could be resolved if one could examine particular issues but it is our impression that it also reflects different orientations among members of the student group.

## F. Evaluators

With regard to evaluators, a number of students expressed the view that they lacked adequate information on which to base a judgment. Of those who did react, the range of response was from positive to quite negative; the primary complaint dealt with lack of communication, the feeling that the students were inadequately aware of what was being done in research and its purposes. This was cited by nine students. One student said they felt like guinea pigs. The second major complaint had to do with the observations which were done by the research staff. A number of students complained of either the scheduling difficulties or of being interrupted during class. Four students objected to the personality tests that the students were given, the range of comment varying from objection to a forced type test, to the feeling that the tests were an insult to their intelligence, to the feeling that the tests themselves might distort one's attitudes. Two students also objected to the tests which were given to the pupils in the classroom as being too difficult and unfair. Several students commented upon the attitude of the research staff as being too cold and distant and insufficiently concerned with the problems of the student teacher and one stated they were rude. One student suggested, without classification, that the research was "prejudiced."

## Part II

In this section the students were asked to comment upon their fellow students within the same basic categories -- competence, commitment and attitude. When asked to evaluate their fellow students, the reactions were once again extremely varied, ranging from extremely positive to one which stated, "Half of them are as bad as STEP."

In all cases, of course, their critcisms are indicated as applying to some members of the group; not to all, but are nevertheless taken as being to some degree descriptive of the group as such. The most common criticism, mentioned by four students, is emotional immaturity, confusion, or neurotic behavior on the part of students. Three students described the group as generally irresponsible and lazy. Three described the group as cynical and three described the group as rude and lacking in understanding. Lack of deep emotional commitment is mentioned by three students, two of whom comment that the commitment may be at an intellectual level but is not at a deep emotional level. It is of some interest, particularly in light of some of the discussions which have taken place during the year, to note that the charge of deep seated prejudice, though perhaps implied in the comments regarding commitment, was never made.

Comments were also made by a couple of students to the effect that the group, though very dedicated and fired up initially, as time went on, came to view themselves as a special privilege group and consequently had to argue every point. Another student expressed it as "detrimental dissent."

## Part III

Perhaps the most meaningful evaluation made by the students is to be found in this section where they were allowed free rein to state the strengths and weaknesses of the STEP program. Accordingly, we have reproduced in random order verbatim responses of those students who wrote this type of general criticism. In some instances, the statement appears other than in this section on the questionnaire but is included nonetheless. The specific request was as follows: Please express here any other strengths and/or weaknesses of the STEP program and suggested remedies for the latter.

1. This is a meaningless kind of evaluation. Emphasis should be made on teaching in the classroom, not on courses given. Meetings with supervisors should be made more often (ours only came three times the whole semester -- should be weekly). Major weakness of STEP is in people teaching us about curriculum -- science should be included with social studies -- it is given no place anywhere and it is an important area. Reading needs a really excellent person to bring in specific manuals, readers, word charts, phonics games, spelling ideas, all of which were completely neglected. I find this somewhat unbelievable. STEP has put so much focus on the ghetto aspect of teacher preparation (most of which comes down to panels of black and white people talking about everything but teaching) that it has glossed over the preparation of teachers for any kind of child. First, give us the basis for teaching, then focus on how to structure teaching lessons to ghetto kids so as to include their needs for physical movement, low attention span, etc.

2. Need to examine own commitments. Have tried to promote attitudes in us for teaching in the classroom and attitudes towards our own students yet they (staff and administration) treated us in an opposite way. "Allow for individuals in your classroom," - but at the same time our own individualism and introspection was not accepted -- even discouraged. "Conform to what STEP wants."

On the whole, I've been quite disillussioned with STEP. There's just been too much hypocracy, and that rubs me the wrong way. We, as STEP students, are part of some little project, animals used in a scientific study to see how "it will work," preparing ghetto teachers.

It's hard for me to make constructive criticism. The faculty/staff had better damn well know themselves before trying to tell us to know ourselves. We've been asked to check in -- always keep in touch. But who in hell are you that we should keep in touch?

First and foremost, "I'm committed to myself and what I can do with my relationship to me, before I can relate to others; I've got to be honest with myself before I can be an honest teacher. STEP has not promoted personal honesty; STEP has tried to mold us into the teacher-image of which they approved. Everyone just doesn't fit that mold. Accept that, for whatever it may be worth.

3. If this is a program to teach specifically black kids in San Francisco, then the STEP students should be totally involved in black culture. They can be creative about new teaching techniques. The emphasis should be simultaneously on successful teaching techniques already tried and on black culture, not vaguely on "disadvantaged" kids.

4. The best part of STEP was our chance to get into the class for actual experience, and the program's "go-ahead" sign on any kind of experimentation we wished to do.

5. a) Community involvement is very important but no attempt (with the right attitude) was made. Force it, if necessary because it counts 100 points in a teacher's direction; b) Get much more going on photo involvement. More TV, more pictures and a constant evaluation of them. Come on people! Wake up to what this program needs. It's so obvious that there isn't enough time and involvement to keep a supposedly innovative program going.

6. You've heard them before. Were you listening? -- if so, no other comment is necessary.

Learned a lot -- but you (STEP faculty and administrators) could have provided the enthusiasm for going a lot further.

7. Get black administrators as a start

STEP pays lip service to so many credential requirements, why the goddamn contracts and other crap periodically? Truly change the coursework at TEC and State College would never know.

Too many midstream changes for STEP -- very bad for learning and terrible for morale.

Too much hierarchy and status playing -- it seems like the people who really know what is happening get kicked out.

As a student, STEP makes you feel like a pawn between Sacramento and the STEP administrators' egos.

So much of the "bleeding heart" concern in meetings, panels and discussions for blacks should be dispensed with. A kid's blackness only goes so far -- beyond that we need tools -- and STEP provided none.

Middle class values prevail in STEP -- you've got to get rid of them. Why isn't someone from the black community teaching Psych? She can tell us what and why the black child thinks and feels.

It's unbelievable to see that STEP has completely neglected reading. A course in teaching reading should be established and should be comprehensive. It should also include a comparison of different reading series, their particular strengths.

STEP should first train competent teachers, then focus the teacher and his talents to a flexible adjustment in ghetto teaching. Forget all the other crap. Otherwise, you'll fail. What you did this year was send us in without skills and it was hard as hell to teach the white kids; let alone the blacks. If you give the skills first, maybe more STEP students would decide to teach in the ghetto.

8. Remedies -- more content -- traditional and new.

9. I enjoyed the program and have changed in many ways under its influence. I hope that we, as the students, can have the opportunity to come together with the staff from time to time for an exchange of where we are at.

10. I honestly don't believe you'll take my comments seriously, so what the hell.

11. The greatest strength of STEP is its attempt at freedom in teaching which is so restricted at most institutions. I suggest even more commitment in this direction so that next year's students will have a warm, free, accepting, atmosphere in which they face the difficulties and challenges of becoming a competent beginning teacher.

12. The individual's goals and aspirations and FEELINGS about where he is going and how he gets there must be treated in a very real and human way; not like a commodity off the supermarket shelf! These needs and desires must not be sacrified for the greater benefit of STEP's problems and goofs as the larger organization ... the individual comes first -- which was sometimes a bit hazy to me in terms of STEP's actions.

It's been a good year for me -- but I feel like it's just beginning! Is it possible we could somehow keep in touch with each other next year -- those in this area -- say, once a month to exchange experiences, insights, bitches, good ideas, etc. In group therapy sessions, could they incorporate the Esalen-type encounters?

13. STEP has helped many of us. It can be a better project if they listened and more attention were paid to the students who have and will be going through the program.

14. I know STEP is a step in the right direction but I really feel frustrated when I see the potential that is not being tapped.

So many times at TEC when things were starting to happen, the Administration would like stop it, channel it off. Case in point -- I felt that the STEP student teachers were really begging at the start of the last semester for something to happen. They asked for a joint class with the New Careerists. During the first confrontation feeling started to flower, administrators started searching for some other way. What vehicle could they use to channel the energy. I think there's some kind of fear there that if people really get angry at each other, that's the end -- nothing good will come of it -- crap! Consequently every further meeting was filled with such frustrated angry feelings and this was kept bottled by the fear of the leaders which was felt by the students. The feeling was that no one can handle this -- it's just too much. Is that right? Is it too much to handle? Is the inevitable result chaos? That's what we're left with -- as a result I feel the program had no energy -- no flow -- it exists -- spurts of things happened. Due to a number of things kids -- master teacher -- fellow students -- some of the faculty -- energy from seeing somewhat what's happening, I stayed involved.

15. Have a million times. STEP was for me a hard year filled with experience and people which helped and allowed me to grow. I found out what was happening to me -- where I was -- and got support for it. Staff was poor -- in leadership qualities and identification models. It was never *dull*!

16. We need more encounters with how we feel about *black people*. Now how and what black people feel.

We need more, many more contacts with blacks in the program in some other role than New Careers. The added people this summer were great.

There is definitely need for more communication between administration and students. Don't *say* it is going to be better, *do it*. Like we needed to be more involved in black community. The administration needs more contact with us. Don't wait for us to come to you. You come to *us*!!

Don't take it for granted that the next group of students will be just like *us*. You did that this *year* and never really tuned in to us!!

Feelings are not *scary*. The only people on this program who could really accept and hear our feelings on Negroes and whites was _______ and ________.

Also, STEP should put more black enthusiasts telling us where things besides poverty were *at*.

17. I would say that in a classroom they (students) are probably very good. But in class they were so committed to their own selves that they didn't remember how to be students. Most came with a very dedicated and fired up attitude. Somehow this transferred into a special privilege group and then all hell broke loose. Everything had to be argued about.

I think I have learned a lot about people. I'll say that for sure.

18. Many students did not seem to have high commitment but this in itself is not a detriment to the program, as I feel these people did have something to contribute. However, there needs to be some way to make certain commitments, such as student teaching, accepted by all. Overall attitude was quite negative and critical both of self and others.

But in many ways it has been a valuable lesson for all of us in learning to communicate and get along with others. I feel that the group experience was the most important aspect of the whole program and the one that makes me feel that in spite of all its frustrations, this year was one of growth for me and the others (even though they would hate to admit it!).

19. Feel administrators were competent but that they were up against something with this group. Though this would have caused more "revolt," I feel we needed more direction at first and should not have been left as much to decide what we considered best for us. Little constructive came from this attitude.

20. The STEP program is good in that it is open to new ideas. But too relaxed when it comes to classes starting on time, attendance -- people don't show up. And never knowing what to expect the next day to the next day.

## IV. PERSISTENCE IN PROGRAM AND FOLLOW-UP OF STEP STUDENTS

One index of success of a program designed to prepare teachers and particularly for desegregated, or target-area, schools is the persistence of students in the program. To date there have been, in effect, three groups of students who have gone through the STEP program (the first group of students affiliated with STEP, a small group which was associated with the program only for student teaching is not here included.) The first of these groups began the program in February 1966 and finished in January 1967 (Group I). The second began in September 1966 and finished January 1968 (Group II). The third group began in September of 1967 and finished in August of 1968 (Group III). In Group I, 18 of 25 or 72% who began the program completed it. In Group II, 17 of 33 or 52% completed and in Group III, 33 of 36, or 92% completed.

Of those in Group II who did not finish, three transferred into the regular program (two into secondary education), one had completed many requirements prior to STEP and left to take a teaching position, two left to complete other academic requirements (and were in a sense errors in admission). Five left for personal reasons such as pregnancy and husband's job transfer, three were given poor grades and left and one left for reasons which our information does not clarify.

Of the three students in Group III who did not complete the STEP program, one was placed in a paid internship at the beginning of the second semester in a target-area school, and after two weeks chose to transfer into the regular on-campus program. Of the other two, the first left within the third month of the program and the second left just prior to the beginning of the summer session.

An attempt has been made to follow Groups I, II and III, subsequent to their leaving college with regard to teaching history. This has been particularly difficult with respect to Groups I and II, as is any follow-up of this type. As of this date, the following information is available for Groups I and II.

Of the eighteen Group I graduates, seventeen are known to have taught and are either known or believed to be teaching at the present time. Eight are (or were) known to be in target-area or desegregated schools. Of the seventeen Group II graduates, sixteen are known to be teaching; six are known to be in desegregated or target-area schools.

Evaluation forms were sent to the principals of 24 of the STEP graduates in Groups I and II whose teaching placement was known. Of these 24, 19 were returned and the results are shown in Table 3. As can be seen, the principal ratings of these students are highly favorable with a total of 76% being placed in either the "Outstanding" or "Thoroughly Satisfactory" category, whereas the distribution suggested to the principals would have placed 30% in these categories. Only two of the 19 received negative ratings. One of these was reported by the principal to have left the school halfway through the year.

## TABLE 3

## PRINCIPAL'S EVALUATIONS OF STEP GRADUATES

**Directions:** Compared to other beginning teachers at this level of experience please rate the candidates on the following items by checking in the desired column:

| | Outstanding Top 10% | Thoroughly Satisfactory Next 20% | Average Middle 40% | Below Average Next 20% | Poor Bottom 10% | No Information |
|---|---|---|---|---|---|---|
| Professional dedication to teaching children | 2[1],8,9,15,16 | 1,3,5,7,11,12,13,14,17,18 | 10 | 6 | | |
| Personal emotional stability | 2,8,13,15,16,17 | 5,9,10,11 12,18 | 1,3,7,14 | 6 | | |
| Ability to establish and maintain a warm objective emotional climate in the classroom | 2,8,13,15,16,17 | 3,5,11,12,13,14,18 | 1,7 | 10 | 6 | |
| Ability to maintain an appropriate degree of classroom control | 8,15,16 | 2,5,17,9,11,12,13,14,17 | 1,3,18 | | 6,10 | |
| Ability to plan and carry out meaningful instructional activities for children | 2,8,15,16 | 1,3,5,9,11,12,13,14,17,18 | 7 | 6,10 | | |
| Ability to work constructively with other teachers and school staff | 8,13,15,16,18 | 1,2,5,9,11,12,17 | 3,7,14 | | 6,10 | |
| Ability to work effectively with parents and community representatives | 8,13,15,16 | 1,2,3,5,9,11,12,14,17 | 7 | 10 | 6 | 18 |
| Capacity for implementing educational innovations | 2,8,15,16 | 1,5,7,9,12 13,14,18 | 3,10,11 | 6 | | 17 |
| Overall effectiveness as a teacher | 2,8,15,16 | 3,5.9,11,12,13,14,17,18 | 1,7 | | 6,10 | |
| PER CENT OF GROUP | 24% | 52% | 12% | | 12% | |

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[1] Numbers represent individual teachers

The principals' comments on the other teacher given a poor rating are to the effect that "she insists upon having her own way, disapproves of all school policies and as a result does not enforce rules and regulations and has a very disorderly, disrespectful class."

Much more complete data is available for Group III which finished in August of 1968. Of the 33 graduates, 25 are known to be employed as of October 1, 1968, as full-time teachers. Of the remaining nine, one is teaching part-time in the Sausalito School District while completing a Master's Degree program in Special Education, two have gone to England under an arrangement to begin a private, pre-school class, four are not at present teaching (one began teaching but resigned during the first week) and two could not be contacted or information otherwise acquired. Of the 25 who are teaching, seven are at Raphael Weill School in San Francisco which was affiliated with STEP during the 1967-68 school year and where all but one of them did their student teaching. Five other graduates are employed by the San Francisco Unified School District in target-area schools. One graduate was employed by the Sausalito School District and two by the Mill Valley School District adjacent to Sausalito. The remaining ten are teaching in various districts in California or elsewhere in the United States and in schools which, for the most part, cannot at this time be identified as to the type of student body with the exception of one in Hawaii which is known to be for educationally disadvantaged pupils. Thus, 14 of the 25 are known to be teaching in either desegregated or target-area schools. Of the remaining 11, it is likely that some are employed in schools with educationally disadvantaged pupils but our data are unclear.

In summary, the most recent STEP group shows appreciably higher persistence in the program than was true of prior years with 33 of 36 completing. Further, a high percentage of this group went directly into full-time teaching. Finally, the fact that over half of the graduates who are teaching are known to be teaching in desegregated, or target-area schools suggests that the program is to a large extent accomplishing its objective of providing teachers for such schools.

## V. INSTRUMENT DEVELOPMENT

### 1) STEP Observation Schedule

During this academic year a very substantial portion of the time of the Research staff was spent on the development of the STEP Observation Schedule (hereafter STEPOS). During the year a total of 28 experienced teachers were observed for varying numbers of observation periods. The resultant Observation Schedule Manual is shown in Appendix A and a detailed discussion of the development of the instrument and data pertaining to its usefulness are presented in Appendix B. In short, it appears to provide sufficiently objective measures of many attributes of teaching which are considered important to warrant more widespread use. During the next academic year it is planned to use the schedule to do extensive observations on STEP graduates, on other experienced teachers and also, to a lesser degree, on the STEP student teachers.

2) Development of a procedure for assessing teacher adaptability has been a major activity of the STEP research program for the past two years and has been reported in previous reports. During this year a workable procedure which appears to show considerable promise has evolved though it is still not in form to warrant widespread use. A detailed discussion of this development is presented in Appendix C.

3) Another instrument which has been developed over a period of two years is the Opinion Survey; a questionnaire which provides measures of Optimistic Orientation and Tolerance For Negro Assertiveness, two characteristics judged to be important in teaching children with educational deficiencies and who, at the same time, represent minority groups. During the 1967-68 academic year the items in the questionnaire were revised and two types of validation studies were carried out; the first using supervisors' ratings of each of the STEP student teachers on a series of items designed to measure to the two variables in question and the second using ratings by pupils on similar items. This material is presented in Appendix D.

4) An initial form of the "Cloze" procedure was developed during the prior year and is reported in the final report for 1966-67. During 1967-68 year a different procedure was followed in building a Cloze technique. The technique basically consists of deleting words from written material and asking the respondent to fill in the missing words. Presumably the extent to which he accurately fills the words provides an index to his understanding of and, by inference, skill in communicating in the particular idiom of the passage. Development of this device is continuing.

## VI. CORRELATION STUDY - STEP STUDENTS, 1967-68

In this study a variety of measures available on the 1967-68 STEP student group were inter-correlated in order to study a number of questions of interest. Among them are: 1) Degree of relationship among a large number of measures of teaching performance. Some of these measures, particularly those pertaining to the Observation Schedule, are primarily descriptive of teacher behavior and do not necessarily involve judgment as to competence. Others of the measures more clearly attempt to assess the degree of competence on the part of the student teachers and in a variety of areas; 2) The nature of relationships among the various tests administered to the STEP students on entering the program, and 3) Relationships between the tests and interview information available at the time the students enter the program and the various measures of their performance in the program. Each of the measures used is as follows.Where necessary a brief description of the measure is provided.

### A. TEST DATA

1. California Psychological Inventory (CPI) -- One of the better known personality tests which is commercially available. A questionnaire measure providing eighteen scores.

2. Opinion Survey -- A questionnaire developed by STEP designed to provide two measures; a) Optimistic Orientation Toward Pupils' Ability to Achieve and b) Tolerance for Negro Assertiveness.

3. Tufts Student Inventory (also called Education and Race Relations Questionnaire) -- Developed by Dr. Kvaraceus, reported previously in the Annual Report for 1966-67. A questionnaire providing three measures: a) "Human-heartedness", b) Irrational thinking against minority groups, and c) Irrationality in favor of minority groups.

4. Picture Situation Inventory (PSI) -- A semi-projective instrument similar in format to the Rosenzweig Picture Frustration Study. It consists of a series of 20 cartoons, each representing classroom situations at the elementary school level, in each of which a student, or students, is indicated as stating something. The respondent is to fill in the balloon indicating the teacher's response. This devise was developed in a doctoral study supervised by the Evaluation Coordinator in 1965. In that study it was shown to have some validity in relation to teacher behavior in the classroom. Two scores are obtained: a) Control -- which is intended to assess the extent to which the respondent is prone to control in the classroom in the sense of controlling in great detail the moment to moment activities of the pupils and b) Communication -- which is defined as the degree to which the respondent is likely to keep the channels of communication open and at the same time respondin a non-threatening, therapeutic manner to the pupil. Scoring manuals for both of these scores have been developed.

## B. INTERVIEW DATA

Each of the STEP students before being admitted to the program had a minimum of two interviews with members of the STEP staff. After each of these interviews, one of five categories were indicated as follows: 1) Not recommended for teacher preparation; 2) Refer to regular program -- not recommended for STEP; 3) Accept as alternate only; 4) Accept with reservations, and 5) Accept without reservations. Two scores were derived for this analysis. The first was the sum of the ratings assigned by the first two interviewers. The second score added plus or minus values to the numerical assessments on the basis of material included by the interviewer. Thus, if the interviewer was extremely positive about the candidate, a 5 plus was scored, and so on, and these values were translated into numbers (i.e., 1 = 1; 1+ = 2, etc.). The purpose of this scoring is to provide greater score variability among the students.

## C. SUPERVISOR EVALUATION

At the end of the regular academic year, but prior to the summer session, each of the three supervisors was asked to fill out the Supervisors' Questionnaire (Appendix F) on each of the student teachers whom she had supervised. One of the major purposes of this instrument was to provide information on the Optimistic Orientation and Tolerance for Assertiveness variables for validation of the Opinion Survey as previously mentioned. Hence, these items were combined to provide scores on each of these dimensions.[1] The remaining items in the questionnaire were treated as individual items.

## D. PUPIL EVALUATIONS

Just prior to the ending of school the pupils in those classes which had had student teachers were asked to react to their student teachers by responding to the items on the pupil questionnaire. The pupil questionnaire was attached to the Self-Esteem Scale (Pupil Self-Rating Sheet -- Appendix G) and was administered immediately after the Self-Esteem Scale in those instances where the pupils took the Self-Esteem Scale. At Raphael Weill School the pupil evaluation was administered by itself since the Self-Esteem Scale,was not administered to pupils at the school. As with the Self-Esteem Scale, the intent of administration was that each item be read to the pupils. To the best of our knowledge, such administration was the case in the Sausalito schools. However, due to complications arising both from school and staff disruptions, the testing at Raphael Weill was not adequately controlled and some question is thrown on the validity of the responses from that school. In any case, pupil reactions were obtained for fourteen of the STEP student teachers. They are unavailable for the remaining teachers because of placement in the lower grades where the questionnaire was not administered. As with the Supervisors' Questionnaire, those items directly pertaining to Optimistic

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[1] The items pertaining to the two scales are as follows: Optimistic Orientation (Items 1-14) and Tolerance for Assertiveness (Items 16, 17 and 21-25).

Orientation and Tolerance for Assertiveness were combined into total scores and the remaining items treated individually.[1] The mean for the class was taken as the score appropriate for each of the student teachers.

## E. STEP OBSERVATION SCHEDULE (STEPOS)

For each of the categories of the Observation Schedule and for each of the ratings obtained during each observation period (described in detail in Appendix A), an average across the total number of observations made was obtained for each of the STEP students. Each of these was entered as a score for the correlation matrix.[2]

## F. Q-SORT

Upon completion of all data collection, three members of the Evaluation Staff who had been observing student teachers wrote descriptive statements on the strengths and weaknesses of the students as they saw them, based on their experience. The Research Coordinator then used these as the basis for Q-Sorting the students into five categories which were subsequently checked with the others. This provides the evaluation of the competence of each student teacher in a global fashion as viewed by the Evaluation Staff.

## Results

With 119 variables involved, the number of inter-correlations is slightly in excess of 7,000. Consequently, some strategy for analyzing these results must be undertaken. The procedure here followed was as follows: In those instances were a clear-cut prediction could be made beforehand, the correlations are stated and interpreted using a one-tail test for significance at the 5% level. In instances where no clear-cut predictions could be made beforehand, the 5% level with a two-tail test is taken as indication of results worthy of discussion. For most of the variables, i.e., all except the pupil ratings, the number of cases is very nearly 33. For the correlations involving the pupil data the number of cases is 14.

### a. Inter-Correlations Among The Predictor Variables

Included here are all the tests administered when the students entered the program as well as the summary ratings of the interviews conducted at that time. Inasmuch as there were relatively few significant correlations among the test variables, they are described rather than presented in tabular form. Excluded are inter-correlations among the eighteen C.P.I. scales.

The Optimistic Orientation Scale correlates .46 with its companion scale, Tolerance for Negro Assertiveness, -.46 with the Tufts Irrationality Against

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[1] Those items pertaining to Optimistic Orientation were numbers 18, 20, 22, 24, 26, 29, 31, 33, 36, 38 and those items pertaining to Tolerance of Assertiveness were numbers 19, 21, 23, 25, 27, 28, 30, 32, 34, 35, 37, 39.

[2] In the results section, Teacher and Class Ratings are identified as such; the others are "category" variables.

Minorities, -.37 with the P.S.I. Control, .36 with P.S.I. Communication, -.40 with C.P.I. Communality, and .46 with C.P.I. Psychological Mindedness. These appear to present a coherent picture in suggesting that the individual who scores high on the Optimistic Orientation Scale is also more psychological minded, less controlling and less irrational against minorities.

The Tolerance for Negro Assertiveness Scale correlates .42 with the Tufts Human-Heartedness Scale, -.63 with the Tufts Measure of Irrationality Against Minorities, and .36 with the C.P.I. Tolerance Scale, all of which form a logically coherent picture.

In addition to the correlation previously mentioned, the Tufts "Human-Heartedness" Scale correlates .42 with the C.P.I. measure of Intellectual Efficiency. The Tufts measure of Irrationality Against Minorities correlates -.43 with the C.P.I. Communality Scale, giving rise to the interesting speculation that within this "low-prejudice" group, prejudice is more likely in individuals who do not show the common pattern on the C.P.I. The "Irrationality Toward Minority Groups" score correlates -.35 with the C.P.I. Sociability Scale and -.51 with the C.P.I. Social Presence Scale, suggesting that individuals who are irrational toward minority groups may be those who have difficulty in their own social relations.

The P.S.I. Control Score correlates -.56 with the P.S.I. "Communication" and also correlates -.37 with the C.P.I. Capacity for Status, -.37 with C.P.I. Achievement via Conformity, and -.35 with C.P.I. Psychological Mindedness. P.S.I. Communication Score shows no significant correlations with any of the other variables.

It is of particular interest to examine the correlation of the interview scores with the various test measures. It is first noted that the two interview scores give virtually identical results, correlating .97. The only test scores which show significant correlations with these variables are two of the C.P.I. scales, "Well Being" which correlates -.40, and "Tolerance" which correlates at the same level. These correlations suggest that the interviewing procedures followed by STEP may be giving preference to individuals who are likely to be seen as not free from self-doubt or disillusionment themselves and also as individuals who are not permissive with regard to social beliefs and attitudes. In so interpreting these correlations, however, one must keep in mind that as a group the STEP students show higher scores on "Tolerance" than do college students in general.

### b. Relationships Among Measures of Performance

1. Pupil Data -- Correlations involving the pupil reactions must be interpreted with extreme caution due primarily to two factors; the first being the very small number of cases (i.e., classes) involved (14) and secondly, the uncertain conditions under which the pupil reactions were obtained in a number of the classes. In addition, some question can be raised as to the meaningfulness of some of the items, particularly with the youngest children. Nevertheless, some of the findings are of sufficient interest to warrant report.

The first procedure consisted of examining items which appear very similar in the pupil reactions, supervisor reactions and observer ratings, e.g., in all three of these scales reference is made to the appropriateness of communication on the part of the student teacher. Inasmuch as positive correlations were predicted among these measures, a one-tail test of significance at the 5% level was used. Thus, a value of .46 was required for significance. Of the fifteen items studied in regard to Supervisor-Pupil Agreement four reached significance in level of agreement, five showed rather substantial, though non-significant agreement and six showed essentially zero, or negative correlations. Of the two scales involving more than single items, the Optimistic Orientation Scales correlated .15, the Tolerance of Negro Assertiveness .37.

For Observer-Pupil correlations, of the 10 relationships studied, one reached significance, five others were positive, but not significant, and four were essentially zero, or negative. The Observer Rating pertaining to Optimistic Orientation correlated .38 with the Pupil Scale. In total then it must be stated that the pupil ratings are not very similar to those assigned by either supervisors or observers on items which on an a priori basis appear to be comparable.

The second analysis applied to these data was to examine the number out of 19 possible pupil ratings which showed significant correlations with each of the Supervisor Ratings and STEPOS variables. For this analysis, a two-tail test requring a correlation of .53 for significance was used. At a chance level one would expect one of the 19 correlations to be significant. The probability of three out of nineteen being significant is less than .05. For the majority of variables the number of significant correlations was less than three, making it of particular interest to note the exceptions.

It should be noted that both the nature of these findings and inspection of the inter-correlations among the pupil ratings verifies that, as would be expected, a general factor is operating; that is, there tend to be correlations among most of the scales. This is not surprising in that each of the items pertains to something considered to be relevant to teaching and probably also is influenced by a general attitude toward the student teacher. Thus, the finding for example, that the Supervisor Rating "Is relaxed about pupil personal behavior" shows significant positive correlations with nine of the 19 pupil ratings is interpreted to indicate a more positive pupil reaction to student teachers rated high on this variable by supervisors.

The other Supervisor Ratings which show substantial numbers of correlations with pupil ratings, the number of significant correlations, and the direction of correlation are as follows: "Views pupils as individuals rather than as members of a racial or cultural subgroup," six, positive; "Is able to promote cooperation without excessive constraint upon pupils' individuality," four, all positive; "Appears to relate equally well to children of all races," seven, positive; "Uses appropriate language with pupils," five, positive; "Provides adequate feedback to pupils," four, positive; "Is understanding of pupils' feelings - empathy," six, positive. It is of considerable interest to note that almost all of these Supervisor Ratings pertain to the quality of inter-personal realtions and that the Supervisor Ratings on these variables show rather substantial agreement with the overall assessment of the student teachers on the part of the pupils.

Of the STEPOS Ratings of the student teacher, only one shows three significant correlations with Pupil Ratings and that is the rating on "Personal Enthusiasm." The pupil items which show this correlation are the Optimistic Orientation group of items; "Makes classwork interesting" and "Helps pupils understand each other." A particularly interesting finding is that the Observer Rating of the class on the variable "Dependent" shows nine significant correlations, all positive, with the Pupil Ratings. Thus, those pupils perceived by the observer as more dependent in dealings with the student teacher, generally rated the student teacher more highly. Of the STEPOS categories, two show a significant number of correlations and these two show a rather substantial number. The first score indicating "No Attempt" under "Provisions for Gaining Attention" shows nine significant correlations, all negative, with the Pupil Ratings. The second score indicating "Extent of Disruptive Behavior" shows seven significant correlations, again all negative, with Pupil Ratings.

To summarize, although these data must be treated very cautiously, it is our feeling that in total the Pupil Ratings provide some collaboration for certain measures provided by supervisors and by the observers. Among the Supervisor Ratings it appear that those dealing with inter-personal relations relate most closely to pupil perception. Of the Observer Category and Rating Scores, it appears that those dealing with certain aspects of teacher procedures and techniques, as well as measures of pupil behavior, relate to pupil perception.

2. Supervisor Ratings - STEPOS Ratings and Categories -- In studying these relationships, two tail tests of significance and the 5% level were utilized, requiring a correlation of .34 for significance. Each of the Supervisor Ratings was studied in relation to the 61 variables provided by STEPOS. At the 5% level one would expect to find three significant correlations by chance; the probability of finding six or more significant correlations by chance is slightly greater than 5%. Thus, only those Supervisor Ratings showing six or more significant correlations with the STEPOS variables are here discussed; there are eight such variables. The correlations range in magnitude from .34 to .56. It is important to note that the majority of STEPOS variables do not have a clearcut logical relation to the Supervisor Ratings since in most cases they are intended to assess somewhat different aspects of teacher behavior. In looking at the data, one must be careful to avoid reading too much meaning into the correlations, particularly if one is looking for a degree of agreement between the two types of information. With this limitation in mind, the following results are offered.

Of the eight Supervisor Ratings, five show patterns of correlations with STEPOS variables which seem to be logically consistent, the remaining three (numbers 6 through 8 below) show correlations which provide a less coherent, and in some cases, inconsistent picture.

1) "Views pupils as individuals rather than as members of a racial or cultural sub-group" -- Positive correlations with rating Teacher Adaptable, rating Pupil-to-Pupil Friendly Interaction, rating Pupil-Teacher Friendly Interaction, rating Class Enthusiastic and with categories "Attention-Selling," and "Individual Tasks Unclear." Negative correlations with "Attention Lecture," "Attention-No Attempt," and "Compelling Response-Many."

2) "Can Cope with Children's Dependency Needs without Fostering Dependency" -- Positive correlations with Teacher ratings "Positive Attitude," rating "Adaptable," rating "Confident," Class rating "Attentive," "No Irrelevant Behavior." Negative correlations with "Compels Attention," and "Uses Hostility in Dealing with Irrelevant Behavior."

3) "Remains Calm When Behavior Problems Arise" -- Positive correlations with "No Irrelevant Behavior," and "Ignores Irrelevant Behavior." Negative correlations with "Irrelevant Behavior," "Hostility in Dealing With Irrelevant Behavior," "Direct Control of Irrelevant Behavior" and "Use of Hostility in Dealing With Disruptive Behavior."

4) "Appears to Relate Equally Well to Children of All Races" -- Positive correlations with Teacher ratings "Praise," "Positive Attitude," "Adaptable," "Personal Enthusiasm," and rating "Pupil-to-Pupil Friendly," Negative correlations with "Attention-Lecture," "Attention-No Attempt," and "Compelling Response-Many."

5) "Is Understanding of Pupils' Feelings-Empathy" -- Positive correlations with Teacher ratings "Warmth," "Positive Attitude," "Adaptable," "Confident," and class ratings "Pupil-to-Pupil Friendly," "Attentive," and on "Individual Tasks Unclear," and "No Irrelevant Behavior." Negative correlations with "Attention-No Attempt," "Compelling Response-Many," and "Disruptive Behavior"

6) "Makes Good Use of Opportunities to Promote Inter-racial and Cross-Cultural Understanding" -- Positive correlations with "Attention-Procedures," and "Feedback Provided by Children." Negative correlations with Teacher rating "Personal Enthusiasm," and categories "Attention-Compulsion," "Encourages Response," and "Hostility in Dealing With Irrelevant Behavior."

7) "Is Able to Admit Mistakes or Lack of Information to Pupils" -- Positive correlation with "Precludes Response-Many." Negative correlations with "Attention-Compulsion," "Compulsion for the

Many," "Irrelevant Behavior," "Direct Control of Irrelevant Behavior" and "Changing Activity as the Result of Disruptive Behavior."

8) Several items, summed to provide the measure of "Tolerance for Negro Assertiveness" -- Positive correlations with "Attention-Procedure," and "Ability Grouping." Negative correlations with Teacher ratings "Praise," "Adaptible," "Sensitive" and "Encouraging Response."

### c. Relationships Among Test Measures and Performance Measures

In assessing these correlations the same procedure as described previously was followed, i.e., the correlation for significance at the 5% level, two-tailed, was determined and the number of correlations of each test with each of the three categories of performance measures necessary beyond the chance level was determined. The numbers of correlations required were for the Supervisors Ratings three, for the STEPOS Observer Measures six, and for the Pupil Ratings three. In addition to the test measures, the two interview scales were also examined for relationship with performance measure and one additional performance measure was examined, that being the Q-Sort Values assigned by the team of observers. Of the 25 test measures, 11 failed to show a significant number of significant correlations with any of the three categories of performance measures. These include the Opinion Survey - Tolerance for Negro Assertiveness Scale, the Tufts Inventory - Irrationality Toward Minority Groups, the P.S.I. - Communication Scale, and eight of the C.P.I. Scales. The remaining scales all show some degree of predictability for at least certain of the performance measures though none of the tests shows significant correlations in sufficient number with all three of the categories of performance measures. Of the non-standardized test measures the greatest predictability is shown by the P.S.I. - Control Score which shows significant correlations with seven of the STEPOS measures. It shows positive correlations with Class Rating - Impulse Control and with "Question Asking," "Compelling Response for the Few," and Teacher Rating "Praise." It shows negative correlations with Class Rating "Noisy," with "Disruptive Behavior," and "Empathy Toward Irrelevant Behavior." These correlations appear logically consistent with variables which the P.S.I. - Control Score is intended to measure.

In the case of the pupil measures only two of the correlations reach a significance level. However, in contrast to any of the other test measures, a very large number of the correlations are of substantial magnitude with seven out of the 19 being above .40 and ten of the 19 above .30. The significant correlations are +.62 with "Trys To Be a Good Teacher" and -.71 with "Sense of Humor." Positive correlations are found with items intended to assess Communication Ability, Identification Figure, Fairness, Letting Pupils Express Opinion, Liking Pupils as Individuals, and Giving Sufficient Freedom. Negative correlations are found with "Ability to Keep Class in Control" and "Trying to Find Different Ways to Help Pupils Learn." Thus, it appears that this score is relating to certain aspects of pupil perception of the student teacher although certain of the correlations are opposite in direction to what one would expect, particularly "Able to Keep the Class in Control."

The Tufts Inventory - "Human-Heartedness" Scale, shows nine significant correlations with the STEPOS variables. Positive correlations are found with Class Rating - "Noisy," and with "Non-Attenders," and "Irrelevant Behavior;" negative correlations are found with Teacher Rating "Confident," Class Rating "Impulse Control," "Attention;" and with "Lecturing." "Opportunity for Response - Few." This constellation of correlations suggests that those persons scoring high on the "Human-Heartedness" Scale tended to have classes which were viewed as noisy and described by lack of attention and were seen as somewhat less confident.

The Optimistic Orientation Scale from the Opinion Survey showed three signfificant correlations with Supervisors Ratings, all positive: Flexibility, Relaxed Regarding Pupil Personal Behavior, and Treating Pupils as Individuals. The Tufts Inventory Measure of Irrationality Against Minority Groups showed three significant correlations, all negative, with pupil measures, as follows: Makes Classwork Interesting, Gives Sufficient Freedom and Likes You as a Person.

Several of the C.P.I. Scales show considerable promise in relating to performance measures. The most impressive is the "Capacity for Status" measure which shows a pattern of negative correlations with a variety of ratings on the part of both the supervisor and pupils. This is particularly interesting in that in several cases the negative correlation applies to similar items on the part of the pupils and supervisor. The correlations, all negative, are as follows: Supervisor: Relaxed Regarding Pupil Personal Behavior, Treats Pupil as Individual, Promotes Cooperation Among Pupils, Relates Equally Well to Pupils of All Races, Uses Appropriate Language, and Empathy. The pupil negative correlations are: Tries to be Good Teacher, Likes You as an Individual, Communication, Fairness, Identification Figures, Empathy, and Gives Sufficient Freedom. In addition, there is one positive correlation with "Trying Different Ways to Help Children to Learn." In total then, there is a rather strong suggestion that a high score on this particular scale is predictive of rather negative perceptions on the part of supervisors and pupils. A second scale having a rather clearcut, though different interpretation, is the Communality Scale, a score which indicates the extent to which the respondent's pattern of scores is similar to those who in the past have taken the particular test. This scale shows 13 significant correlations with the STEPOS measures, all but one positive as follows: Ratings on Teacher - Praises, Warmth, Personal Control, Adaptability, Confidence, Commitment, Appropriate Communication, Personal Enthusiasm, Sensitive, and on Class-Attentive, as well as Providing Opportunity for Response-Few" and "Encouraging Response." The one negative correlation is with "Choral Response." Thus, this scale seems to relate rather impressively with a variety of observer reactions most of which suggest that the higher the score, the more positive is the student teacher likely to be seen by the observers.

The C.P.I. Good Impression Scale shows six significant correlations with STEPOS measures and three with pupil ratings. The interpretation, however, is somewhat difficult. Positive correlations with STEPOS variables are with "Compels Attention," "Hostility Toward Irrelevant Behavior," "Hostility Toward Disruptive Behavior," "Empathy Toward Disruptive Behavior," "Providing Feedback Through Procedures," and Teacher Rating--"Warmth." Negative correlations are with Teacher Rating - "Adaptability" and the rating as to "Friendliness of the Class." The pupil correlations, all of which are positive, are with the items dealing with Tolerance for Minority Assertiveness, and the items dealing with Adequate Feedback and Helping the Class to Cooperate.

The C.P.I. Sociability Score provides a rather coherent pattern, correlating positively with Teacher Rating on "Personal Enthusiasm," and with Provision for "Individual Differences - "Unclear," "Empathy in Dealing with Irrelevant Behavior," and "Empathy in Dealing with Disruptive Behavior." Negative correlations are with "Question Asking" and "Choral Response," suggesting that the student teacher who scored high on Sociability was more likely to be viewed as enthusiastic and to deal in an empathetic way with pupils. The C.P.I. Psychological Mindedness Scale also correlates with six of the STEPOS variables but the picture is rather unclear. Positive correlations are with "Attention-Procedures," "Providing Opportunity to Respond for Many," "Helping" and "Irrelevant Behavior;" negative correlations are on "Question Asking" and "Providing Opportunity for the Few." It is unclear how one would logically relate these variables to Psychological Mindedness.

Four other C.P.I. Scales; Social Presence, Self-Acceptance, Self-Control and Achievement via Conformity correlate with three or four of the Pupil Ratings but in each instance the pattern does not lend itself to a logical interpretation.

The only test measure to correlate significantly with the overall Q-Sort made by the observers is the Communality Score in which case the correlation of .42 supports the previous interpretation that a high score on the scale is indicative of favorable reaction from these observers.

To summarize, it appears that some of the tests show sufficient predictability of certain aspects of student teacher performance, particularly in the light of the difficulties in acquiring measures of performance for this group, that further exploration of their validity is warranted. On the basis of this evidence, the two instruments that would seem to be providing the most valuable scores are the P.S.I. and the C.P.I. The Tufts Inventory is divided into two sections, the first of which provides the "Human-Heartedness" Scale, which did show some validity; the second section, which is incidentally quite distasteful to students, provides the two measures of irrationality and does not seem to provide enough information to warrant its continuance.

The Opinion Survey shows mixed results with the Optimistic Orientation Scale showing some evidence of validity, the Tolerance for Negro Assertiveness showing very little.

The two measures based on staff interviews of the student teachers showed very little by way of validity. The second score (Interview B) showed significant correlations with five of the STEPOS categories as follows: Positive correlations with Teacher Rating - Personal Control, Class Rating - Dependent," "Direct Control of Irrelevant Behavior" and "Ignoring Irrelevant Behavior;" and negative correlations with "Providing Opportunity to Respond for the Few" and "Using Procedures to Gain Attention." If anything, this suggests that the interview ratings are somewhat negatively related to what might be considered desirable teaching behavior. This does not mean that the interviews should be discontinued since in several cases the interview did reveal particular characteristics of student teachers which were valuable in predicting specific strengths and/or problems. The data does suggest, however, that the interview is not an effective procedure for predicting which of the students selected will perform most effectively in the teaching role.

## VII. EFFECTS OF STEP PROGRAM ON PUPILS

A question of considerable importance pertains to the effect which the STEP program has upon the pupils affected by it. The project and district staff is of the opinion that the interventions brought about by STEP participation should have a beneficial effect on pupils, largely due to the additional service which can be provided to them by the STEP trainees, both as Teacher Assistants and Student Teachers. Opinions expressed by some teachers and some parents suggest that this may be the case. On the other hand, it is not uncommon to hear the contrary view, that the involvement with STEP is a detriment to pupils, expressed by teachers or parents. This is usually held to be due either to the less competent teaching of the Student Teachers during their student teaching phase or to the number of other adults present in the classroom, including Supervisors, Evaluators and Media personnel. Investigation of this question, of course, raises many complex questions since there are many ways in which pupils can be affected pro and con by the many aspects of the events in their classrooms. It has been possible to acquire some data which may be of help. A series of six cognitive tests intended to assess important aspects of pupil development and specifically adapted for disadvantaged pupils in prior research[1] was administered to all pupils (less absentees) in grades 2 through 8 in the Sausalito School District.

| Test Name | Variables Measured |
|---|---|
| 1. Picture Survey | Concept development |
| 2. Spatial Survey | Spatial relations |
| 3. Number Survey, Part I | Arithmetic story problems to be solved without paper and pencil |
| 4. Number Survey, Part II | Basic computations |
| 5. Reading Survey | Reading comprehension |
| 6. Word Survey | Reading vocabulary |

Each of the tests is designed so as to be easily administered by the classroom teacher within a 30 to 40 minute period. The format and content have been constructed so as to be easy for children to respond to. One of the unique features of the test is that precisely the same form may be administered throughout all grade levels, thus permitting growth curves to be constructed. The test, thus, has definite strengths in terms of research. It has, however, certain distinct limitations as a device for assessing individual pupils in that the number of items to which each pupil responds, particularly in the lower grades, may be insufficient to provide a reliable measure of his ability.

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[1] Jex, F. B. and Witherspoon, Y. T. "Developmental Curves and Grade Norms for Basic Academic Skills." Mimeo, University of Utah, 1962.

Further, it should be pointed out that some of the teachers in the lower grades in the Sausalito District complained that they felt that the test format and administration were too difficult for the children and that, consequently, children's performance was not adequately revealed and considerable anxiety was generated. Having used the test in a number of other settings without receiving this kind of reaction, it is unclear to us how to interpret this feeling. What is clear, however, is that the children were able to respond on the test in such a way as to provide data which is meaningful to us though some question as to the validity of the scores in the earliest grades has been raised.

Finally, although the test has been used in a number of settings for research purposes, it has not been standardized on a sufficiently large scale to permit comparisons to "typical students," state norms, or a nation-wide sampling.

In all instances where testing was done in the fall, it was done very shortly after the beginning of the school year; in the last week of September or the first week of October. The spring testing was done in the last two weeks of May. Prior to the testing, meetings were held with the teachers at each of the three schools to discuss both the intent and mechanics of testing.

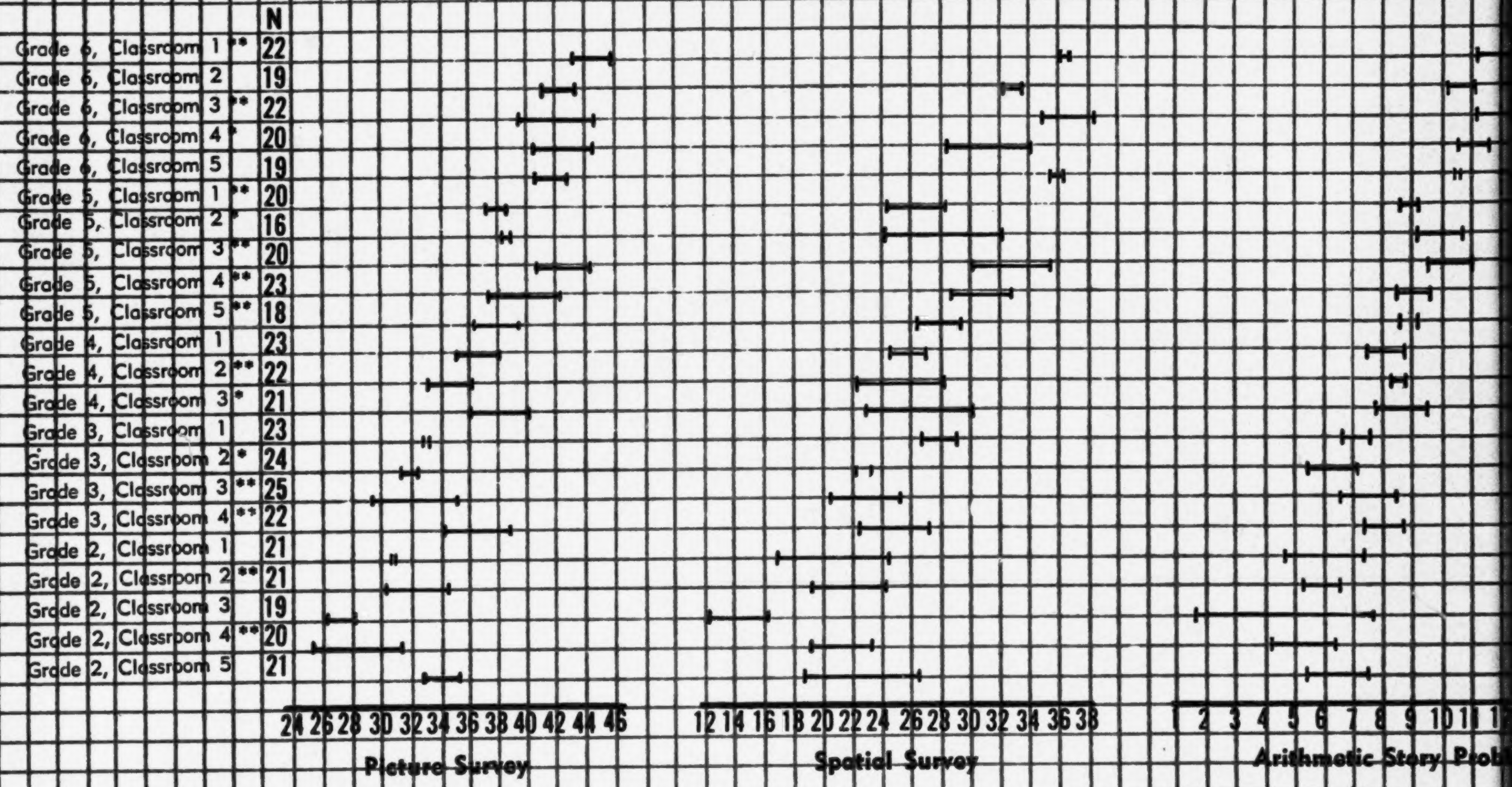
A second measure, a self-esteem scale (Pupil Self-Rating Sheet) adapted by the staff from that of Sears, was administered to all pupils (less absentees) in grades 4 though 8 in the Sausalito School District on a pre-post basis. The pre-testing was done during the month of October and the post-testing during the month of May. All administration was done by a member of the STEP staff selected because of his ability to establish rapport, particularly with the black pupils. Each item of the self-esteem scale was read aloud to obviate reading problems. The cognitive tests and the self-esteem scale are reproduced in Appendixes G and H.

## Results

Figure 2 shows the results of the pre-testing, post-testing and gains per class within each of the tests where administered on a pre-post basis. It also indicates the number of students involved in each class. The data are presented as raw score means. One of the limitations of the tests used is that they lack sufficient items within each grade to provide for grade quivalent scores which are adequately stable and meaningful. It is for this reason that raw scores are reported. Omissions in the figure indicate that the test in question either was not administered to a particular class or that it was administered in such a way that the validity of the resultant scores is questioned.

Those classrooms directly involved with the STEP program, i.e., having STEP student teachers are asterisked. By comparing the pupil growth in STEP versus non-STEP classrooms, some indication of the impact on pupils may be obtained. Each grade is discussed in turn. In several instances more than one resident teacher was involved due to teachers being reassigned or leaving the district. These classrooms have not been included for this analysis.

## Gain on Cognitive Tests and Self Esteem Questi



** — STEP Student - Teacher 14 weeks

* — STEP Student - Teacher approx 7 weeks

Note: omitted lines indicate change is negative.

Tests and Self Esteem Questionnaire by Grade and Classroom - Sausalito District

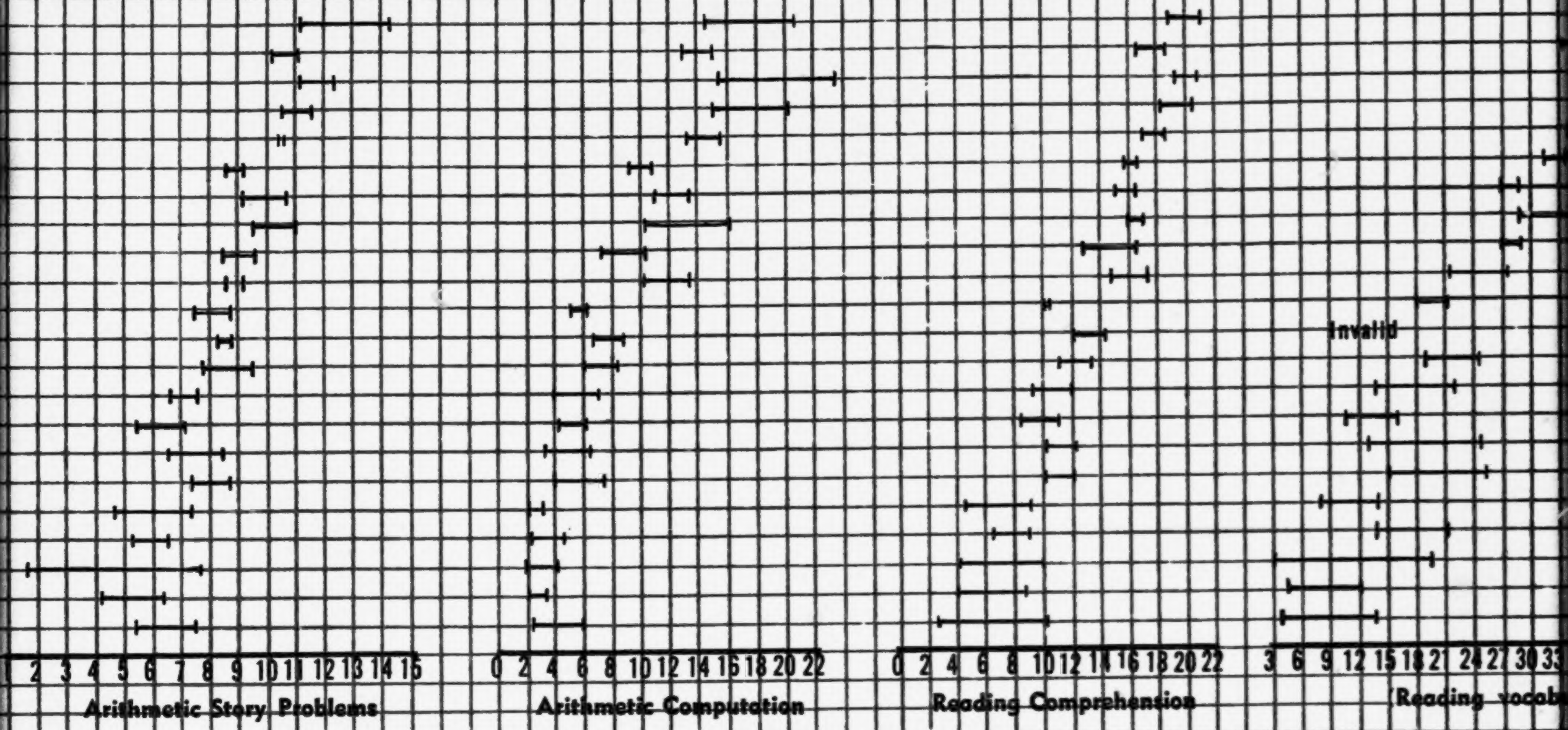
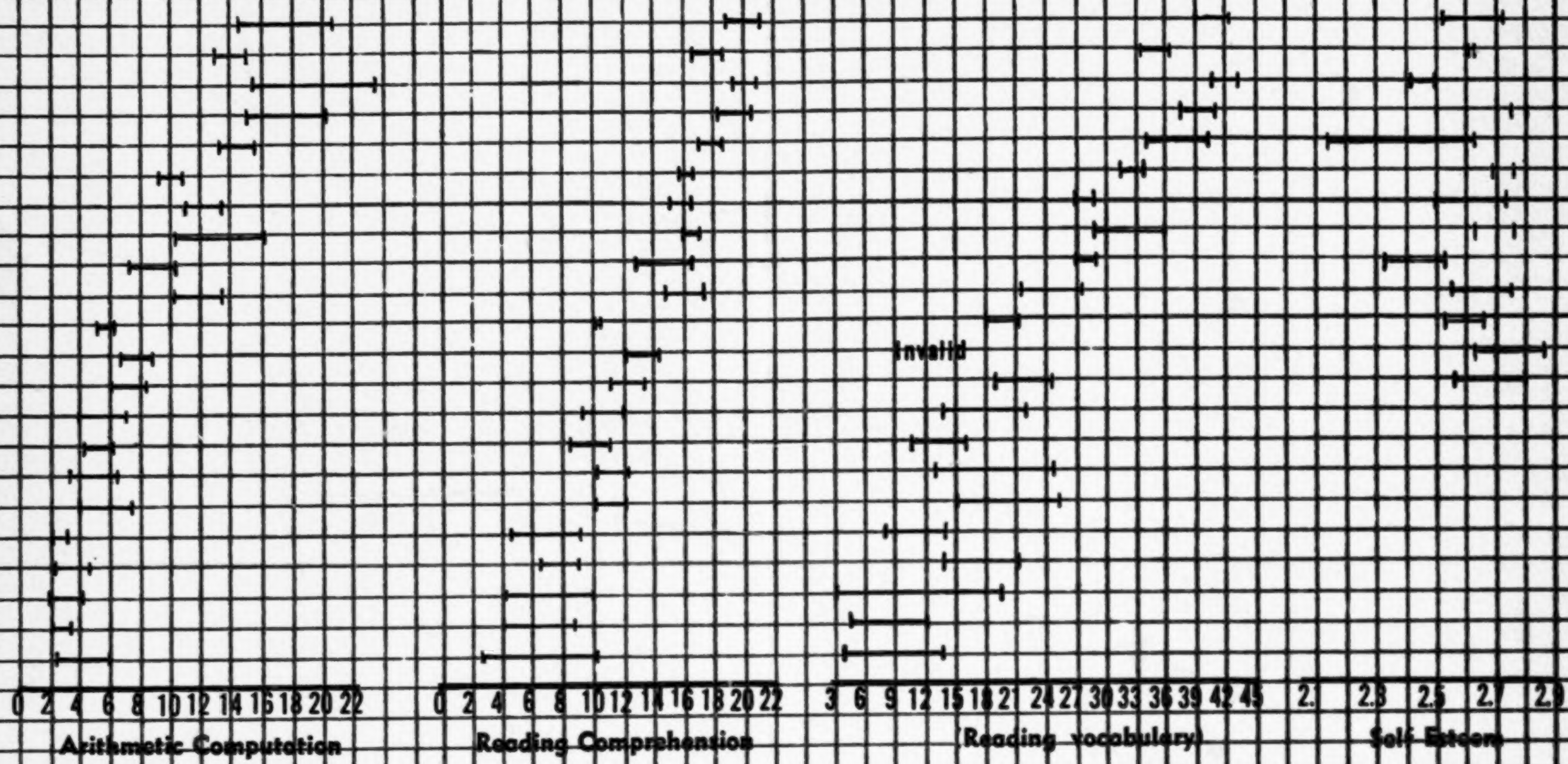


FIG 2

y Grade and Classroom - Sausalito District



Of the five sixth-grade classes three were involved with the STEP program. On the Picture Survey one of these showed the greatest gain and the others were intermediate in gain. On the Spatial Survey, one class placed first, one second in terms of gain; the other was tied for the least gain. On Story Problems, one of the STEP classes showed the most gain, the other two were very similar to one of the non-STEP classes; the remaining non-STEP class showed very slight gain. On Arithmetic Computation, the three classes showed the greatest gain of the five. On the Reading Survey, one non-STEP class showed the greatest gain with the remaining four nearly equal. On the Word Survey all five classes showed nearly equal gains. On the Self-Esteem measure STEP classes ranked second, third, and last, with one non-STEP class showing by far the most gain. In total, in the sixth grade, the classes involved with STEP seemed to have accomplished slightly more in the cognitive areas than the remaining two classes, though this is by no means completely clear-cut. It is interesting to note that the one non-STEP class which showed markedly greater gain in Self-Esteem (though this may, in part, be due to the unusually low fall mean) was the class which showed consistently the least gain on all other tests except Reading Vocabularly where it showed the greatest gain.

In the fifth grade, unfortunately for present purposes, all classrooms had STEP students making comparisons among them of little use. As will be noted elsewhere, however, the total amount of growth during the fifth grade seems to be clearly in line with that accomplished in other grades and shows no clear positive or negative effect as a result of the STEP program in that grade.

Of the three classrooms at the fourth grade level, two had STEP students though one for only approximately half of the student teaching experience. On Picture Survey the two STEP classes show slightly greater gain though the one with the lesser amount of student teaching time ranks first. The same pattern is shown on the Spatial Test but with greater differences. On the Story Problems measure, the one STEP classroom having the shorter term involvement shows the greatest gain and the other STEP class the least of the three. On Computation, the two STEP classrooms show less gain than the non-STEP class though the differences are slight. On Reading Survey the two STEP classes show considerably more gain than the non-STEP class. On Word Survey, one STEP class was deleted due to errors in test administration on the pre-test though this class shows the highest post-test score. Of the other two classes the STEP class shows more gain than the non-STEP. In Self-Concept, the STEP classes show greater gain than the non-STEP class. Across all achievement areas then, the STEP classes appear to show greater gain in the more general abilities and slightly less gain in the skill areas.

Of the four classes at the third-grade level, three had STEP student teachers though one for only half of the student teaching assignment. The STEP classrooms show rather considerably greater gain on the Picture Survey and the two having the greatest student teaching experience show considerably greater gain on the Spatial Survey, though the short term STEP class shows a decline of this measure. The STEP classes all perform better on the Story Problems measure though differences are small. In Computation, the non-STEP class ranks first in gain with the other long-term STEP classes rather closely behind, the fourth class having the shorter term STEP involvement being somewhat further behind. On the Reading Survey, all classes show nearly equal gains. In Vocabulary the two STEP classes with the long-term involvement show the greatest gain, the short-term STEP involvement class shows the least gain. In total then, this suggests that the involvement of STEP had a somewhat positive effect in the third grade.

Of the five classrooms in second grade, two had STEP students. On the Picture Survey these two showed the greatest gain; on the Spatial Survey these two classrooms ranked second and third in terms of gain. On Story Problems these classrooms showed less gain than the others. It is interesting to note here, that the variation in gain is rather impressive with one non-STEP classroom showing considerably more gain than the other four classes. In Arithmetic Computation one STEP classroom is tied for second rank, the other ranks fourth. On the Reading Survey, one STEP classroom is tied for second, the other ranks last. On Reading Vocabulary, the rankings are third and fourth. It appears that the STEP classroom shows somewhat more gain on the more general ability measures and somewhat less gain in overall on the achievement measures

Table 4 presents a summary of STEP and non-STEP classes in the four grades where such is possible. The data are in the form of ranks which, while they may distort differences among classes, should give no advantage to either the STEP or non-STEP group. A weakness of this procedure, however, is that whichever group has the greater number of classes has an advantage in having more chances at capturing top ranks just as a team with more runners has a greater chance of coming in first. Keeping this limitation in mind, the following interpretation is made.

It seems clear that the STEP classes showed distinctly more gain on the concept development test, capturing top rankings in all grades, including second where they were outnumbered. This finding tends to hold also for Spatial Relations but is less clear cut. For Story Problems the picture is mixed with the STEP classes appearing better at the higher grades but poorer in second, a pattern which holds for Arithmetic Computation and Reading Comprehension as well. On Reading Vocabulary, the picture is very mixed in the sixth grade, with the STEP classes looking somewhat better in grades three and four and poorer in the second. The data on Self-Esteem are limited but suggest a slight advantage for the STEP classrooms.

## TABLE 4

### RANKINGS OF STEP AND NON-STEP CLASSROOMS ON GAINS ON COGNITIVE AND SELF-ESTEEM MEASURES

| | Picture Survey | | Spatial Survey | | Story Problems | | Arithmetic Computation | | Reading Comprehension | | Reading Vocabulary | | Self Esteem | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | S* | N | S | N | S | N | S | N | S | N | S | N | S | N |
| Grade 6 | 1<br>2<br>3 | 4<br>5 | 1<br>2<br>4.5 | 3<br>4.5 | 1<br>2<br>4 | 3<br>5 | 1<br>2<br>3 | 4<br>5 | 1<br>2<br>4.5 | 3<br>4.5 | 2<br>3<br>5 | 1<br>4 | 2<br>4 | 1<br>3<br>5 |
| Grade 4 | 1<br>2.5 | 2.5 | 1<br>2 | 3 | 1<br>3 | 2 | 1<br>2 | 3 | 1<br>2 | 3 | 1 | 2 | 1<br>2 | 3 |
| Grade 3 | 1<br>2<br>3 | 4 | 1<br>2<br>4 | 3 | 1<br>2<br>3 | 4 | 2<br>3<br>4 | 1 | 1<br>2<br>4 | 3 | 1<br>2<br>4 | 3 | | |
| Grade 2 | 1<br>2 | 3<br>4<br>5 | 3<br>4 | 1<br>2<br>5 | 3<br>5 | 1<br>2<br>4 | 2.5<br>4 | 1<br>2.5<br>5 | 3.5<br>5 | 1<br>2<br>3.5 | 3.<br>4 | 1<br>2<br>5 | | |

* S = STEP Class N = Non-STEP Class

### Summary

It is impossible on the basis of these data to arrive at a definitive answer to the question as to the impact which STEP as a program has had on the pupils so affected. There are many complicating variables among which are the fact that pupils in the same schools are certainly affected in some fashion by the STEP program even though they may not have student teachers. A second factor is that some selection takes place in deciding who will become a supervising teacher, selection taking place both on the teacher's part and on the part of district administrative personnel. Hence, it would be desirable to have data on the supervising teachers' classes before and after becoming involved with the STEP program, but such data are not available. It does seem legitimate, however, to conclude that there is not clear evidence that, as of this time, the STEP program has had any marked overall effect, positive or negative, on the pupils. As mentioned before, there is a trend suggesting a greater gain in the more general intellectual variables on the part of the STEP involved classrooms and perhaps a slightly greater gain overall in the more specific academic skills in the upper grades and somewhat lesser gain in the lower grades. These differences, however, are not marked and should not be unduly emphasized.

## VIII. CROSS-SECTIONAL GROWTH CURVES FOR BLACK AND WHITE PUPILS

### A. COGNITIVE BATTERY

Inasmuch as the Cognitive Battery was given to essentially all pupils in the Sausalito School District and to some classes at Raphael Weill School, it is of particular interest to look at growth curves across the elementary grades. In the Sausalito District it is possible to develop curves across grades two through eight, based on both the fall testing and the spring testing. For the Raphael Weill School it is possible to look only at grades one,, two and three in the fall and spring testings. One must be exceedingly cautious in interpreting the shape of these curves since there is probably less justification for assuming equal units of measurement with these tests than with more widely standardized tests.

On the other hand, the fact that the same test items are administered in all grades, does permit interesting comparisons to be drawn and if particular plateaus are discovered they may prove to be a stimulus for further investigation as to the reasons for this occurrence.

Of more interest, however, in the present instance is the comparison of curves for different groups of pupils. We are particularly interested in comparing the developmental curves for the Negro pupils attending Sausalito schools, for the other, primarily Caucasian pupils, attending those same schools and for the pupils at Raphael Weill. The Raphael Weill group is comprised of approximately 70% Negro pupils, the remaining 30% being approximately equally divided between Caucasian and Oriental ethnic groups.

In order to gain greater perspective on the meaning of these curves, the results of prior research with a group of Caucasian pupils from a small town-rural environment in the state of Utah and groups of Indian children attending the same schools are represented in these curves -- for the fall testing only. Each point represents the mean for the particular group in a particular grade.

Fall Testing

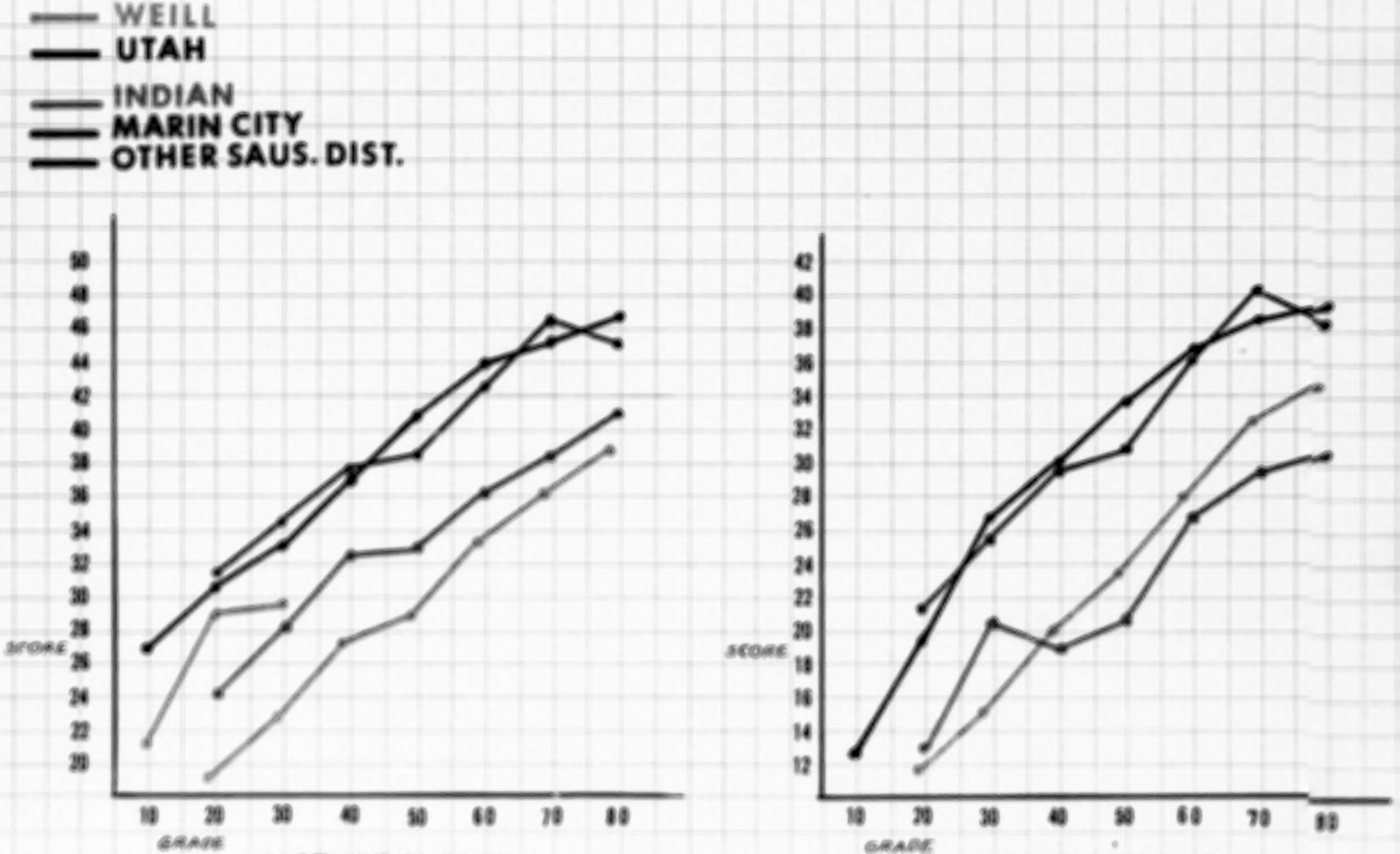
As would be expected, the curves for all groups (Figures 3, 4 and 5) show increasing performance as the grades progress with a very few exceptions. The primary exception occurs on the part of the Caucasian pupils in the Sausalito District whose performance in the 8th grade on three of the tests, Picture Survey, Spatial Survey and Arithmetic Computation, is somewhat below the mean for the 7th grade.

A second peculiarity in the curves occurs with regard to the black students in the Sausalito District on the Spatial Relations Test in which the 4th grade scores are lower than the 2nd grade, and 5th grade mean is approximately the same as the 2nd grade followed by a rather impressive improvement in the 6th grade. The last apparent discrepancy from an expected growth curve occurs with regard to the 4th and 5th grade means on several of the tests and applying particularly to the black pupils. Thus on Picture Survey, Word Survey

## COGNITIVE TESTS GROWTH CURVES

CROSS SECTIONAL

Fig. 3



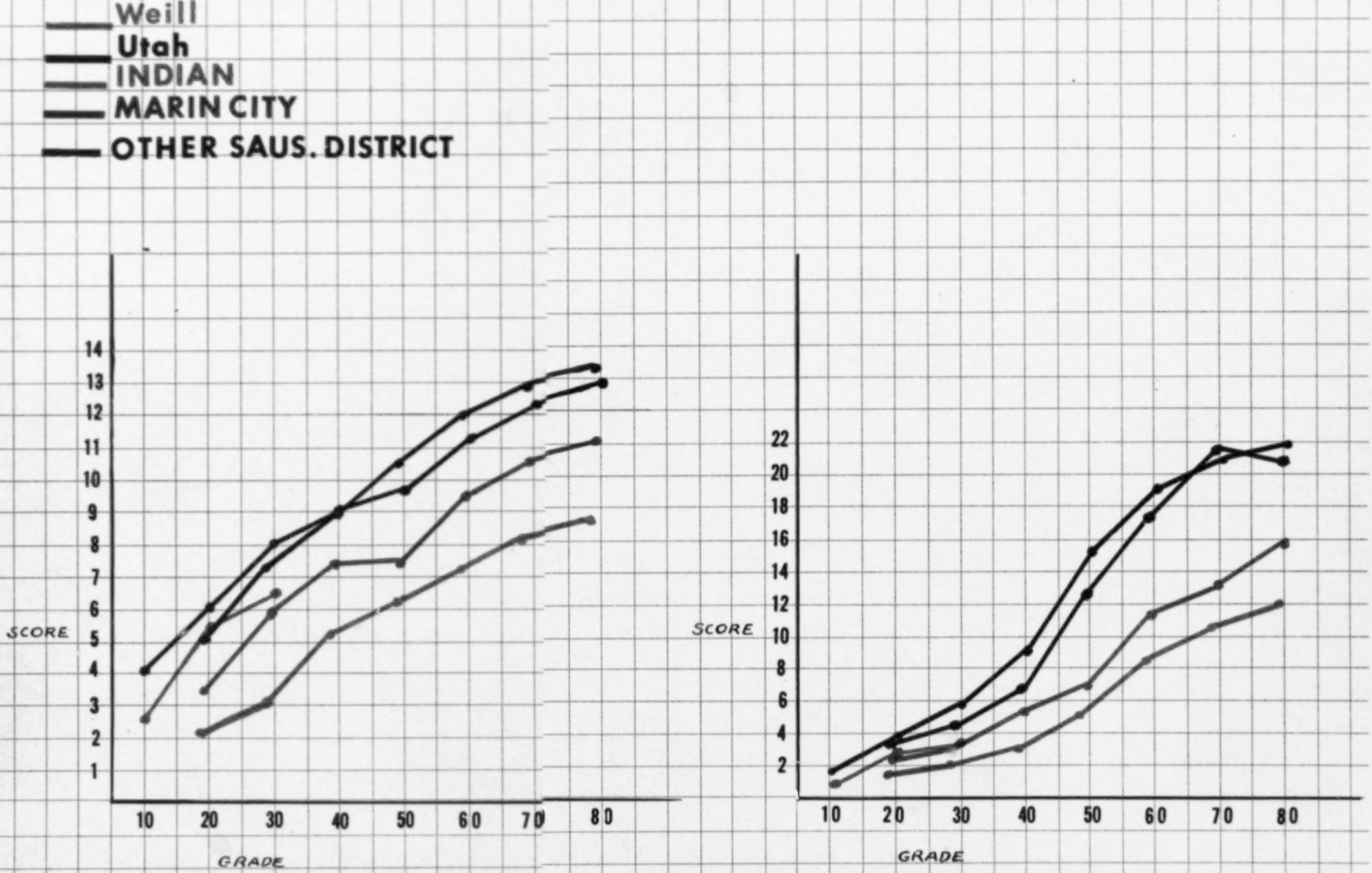
PICTURE SURVEY
(concept development)

SPATIAL SURVEY
(spatial relations)

# COGNITIVE TESTS GROWTH CURVES

CROSS SECTIONAL

Fig. 4



STORY PROBLEMS
(arithmetic)

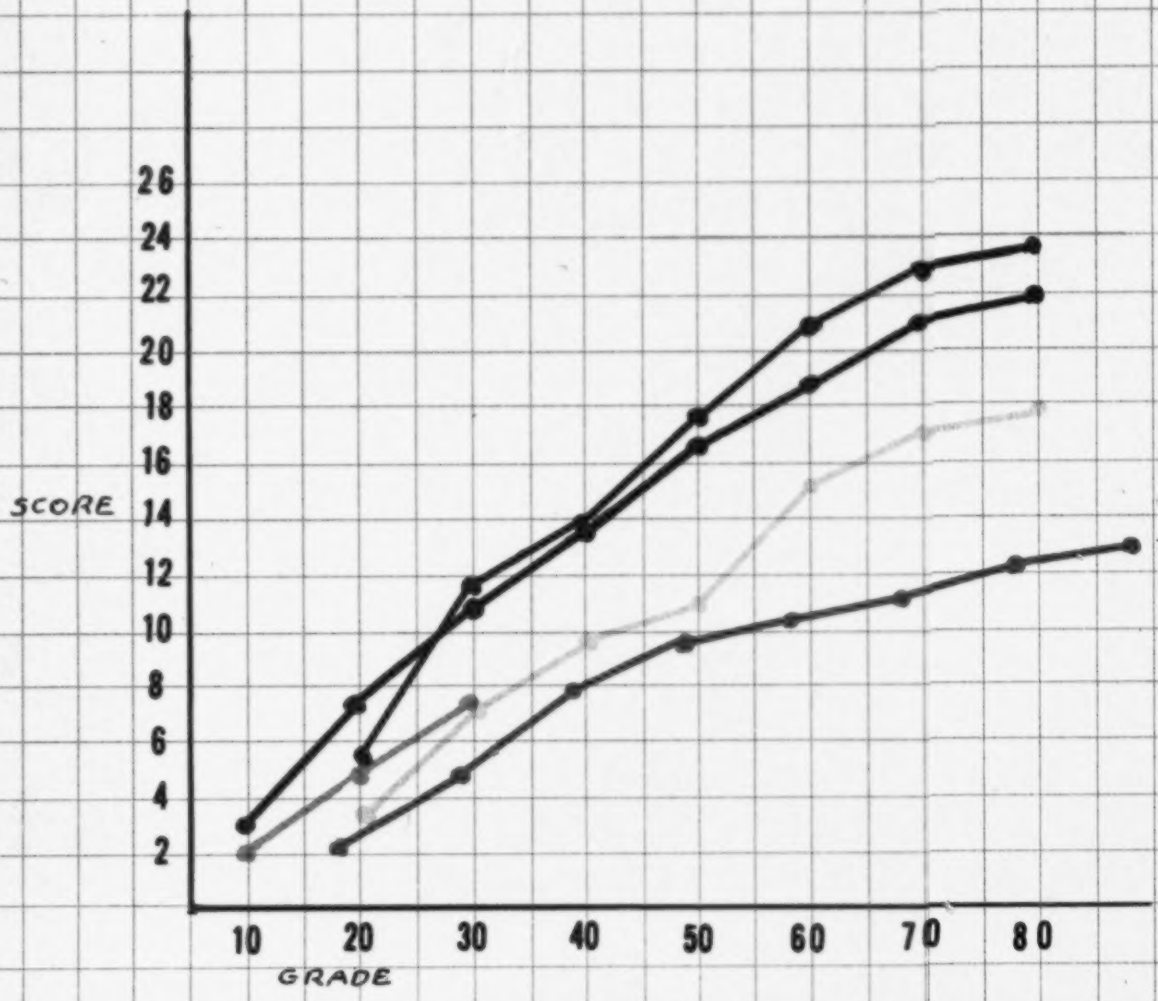
COMPUTATION
(arithmetic)

## COGNITIVE TESTS

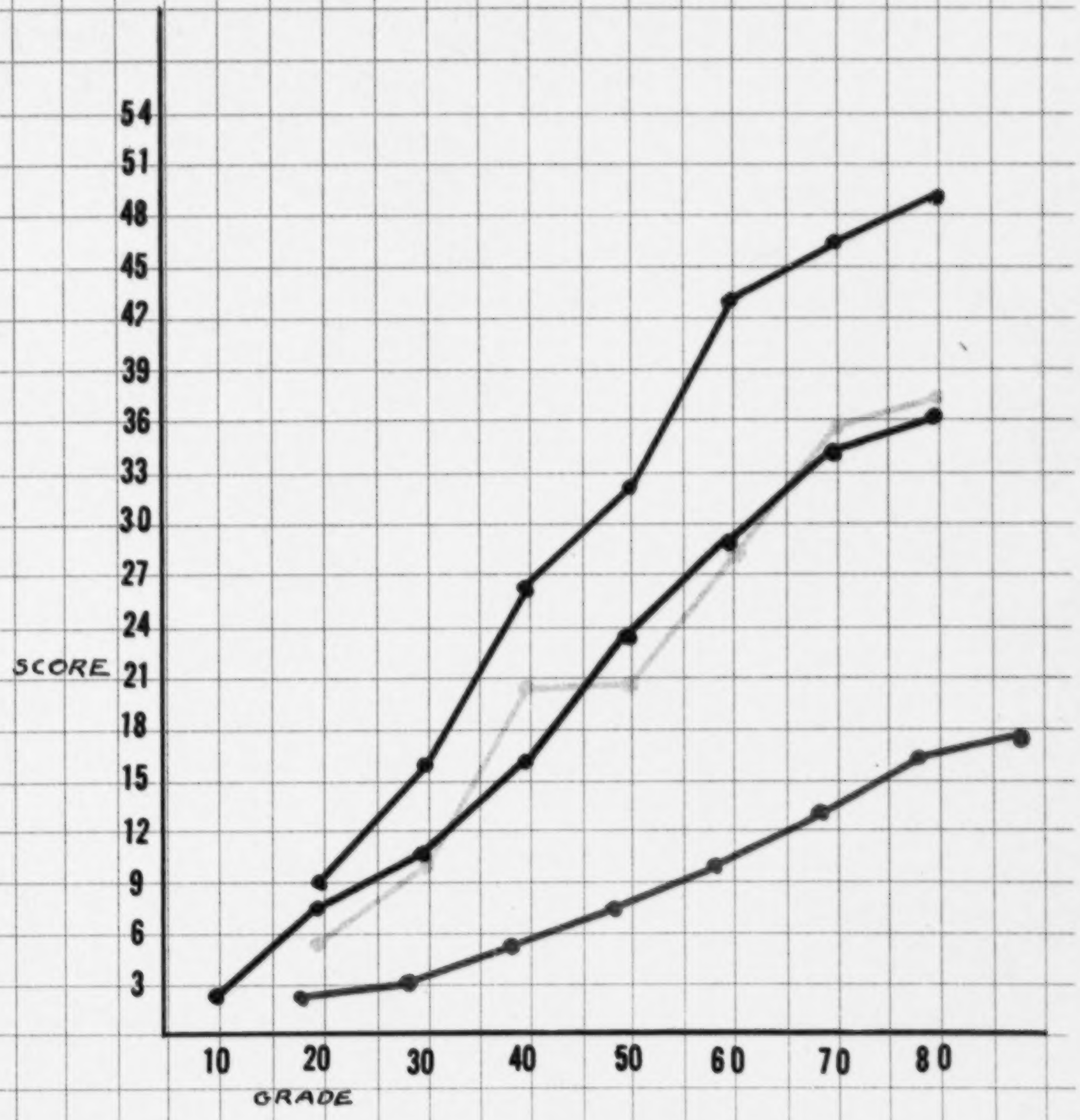
## GROWTH CURVES
CROSS SECTIONAL

Fig. 5

WEILL
UTAH
INDIAN
MARIN CITY
OTHER SAUS. DIST.



**READING SURVEY**
(reading)



**WORD SURVEY**
(vocabulary)

and Story Problem, the change from 4th to 5th grade means is very slight (in addition to the Spatial Relations previously mentioned). The same trend is observed with respect to the white pupils in these same grades on Picture Survey and Spatial Survey. It is difficult to interpret these various departures and one must be particularly careful not to exaggerate their importance due to the complications arising from assuming that distances on one part of the scale are equal to those on another part and also, due to the variety of variables which could account for this apparent sag at the beginning 5th grade level. Some additional light is shed on this issue by analyzing the gains within each grade to be discussed subsequently. A somewhat more detailed description of results on each of the six tests follows:

1. Picture Survey (Concept Development)

On this measure of concept development, the curve for the Caucasian-Sausalito pupils is very similar to that found for the Caucasian pupils in Utah. The curve for the Negro students is very nearly parallel to that for the Caucasians but at all points considerably lower though not as low as the curve for the Indian pupils.

2. Spatial Relations

On this measure also, the curve for the Sausalito-Caucasian pupils is very similar to that of the Utah-Caucasian group. The curve for the Negro-Sausalito pupils, however, is rather strikingly different in that in grades 2 and 3, it appears to be roughly parallel and slightly above the performance of the Indian children. At grade 4, however, the curve dips rather markedly and from that point onward, the performance of the Sausalito black children is below that of the Indian children. This is the only test in the Battery on which this was found.

3. Number Survey I (Arithmetic Story Problems)

On this test we find that the performance of the Sausalito-Caucasian pupils is very similar to the Utah-Caucasian sample throughout the grades, the Sausalito pupils being slightly behind through grade 4 and slightly ahead in succeeding grades. The Sausalito-Negro pupils performed below these two groups throughout the grade range and the Indian children performed below the other three groups throughout all eight grades.

4. Number Survey II (Arithmetic Computation)

On this test the Sausalito-Caucasian pupils again parallel the Utah-Caucasian children very closely throughout the eight grades. In the earliest grades (2,3, 4) the Sausalito-Negro children are slightly behind the aforementioned groups. The discrepancy becoming considerably greater in grades five through eight. The curve for the Indian children closely parallels that for the Sausalito-Negro children though being somewhat lower throughout the grades.

5. Reading Survey (Reading Comprehension)

On this measure, once again, the curves for the Sausalito-Caucasian children and the Utah-Caucasian children are very similar throughout grades two through eight, with the Sausalito-Caucasian children showing some superior skill beginning at grade six. The Sausalito-Negro children score below these two groups though in this instance their curve closely parallels that of the Sausalito-Caucasian children, whereas the curve for the Indian children, being once again the lowest of the four groups, increasingly diverges from the other three groups so that the discrepancy in performance is much greater by the eighth grade than in the earlier grades.

6. Word Survey (Reading Vocabulary)

On this test the performance of the Sausalito-Caucasian group is distinctly higher than that of all other groups, beginning at grade three, the discrepancy increasing as one progresses through the higher grades. The performance of the Sausalito-black pupils on this test is very similar to that of the Utah-white children. There is some increasing divergence of the curve suggesting that the Sausalito-white children's growth in reading vocabulary is increasing in the higher grades at a faster rate than the other two groups. Once again the Indian children perform markedly below the other three groups and increasingly so as the grades progress.

Comparisons among the various measures, though susceptible to the limitations of inequality of units of measurement, are nevertheless suggestive. It will be noted that on the measure of Concept Development (Picture Survey), presumably the most general measure of overall intellectual skill in the Battery, the discrepancy between the Sausalito-black children and the two samples of white pupils remains approximately the same throughout the grade range. That is, there is no evidence that the black pupils are either getting progressively further behind or catching up. This same trend is found on two of the tests of skills, i.e., the Arithmetic Story Problem and the Reading Survey, in which, once again, the black pupils seem to be neither getting progressively further behind throughout the grades nor catching up with the white pupils. In contrast, on two of the measures, the Word Survey and the Arithmetic Computation, there is evidence of the gap between the Caucasian and the Negro pupils becoming increasingly greater as one progresses through the grades. In the case of Word Survey, however, as mentioned previously, the black pupils are scoring as well as the white pupils in Utah and the discrepancy is between both of these groups and the Sausalito-white children.

These findings are of considerable interest in light of the more typical findings that minority pupils tend to get progressively further behind their white counterparts as they progress through the grades; a finding which was clearly demonstrated in these data by the comparison of the Indian children with Caucasian children on the four tests of academic skill. Thus, it would appear that the educational endeavors in the Sausalito District are counteracting the tendency toward an increasing gap though there is no evidence in the data that they have yet reversed the trend and provided educational procedures through which the black children can catch up in these skill areas. Finally, there is a suggestion that the area perhaps needing some scrutiny with regard to educational provisions is that of Arithmetic Computation since it is the major instance in which the black children appear to fall further behind as they progress through the grades. A particularly interesting finding is the difficulty experienced by the black children on the Spatial Survey. A meaningful interpretation of Spatial Relations tests such as this one remains somewhat elusive and it is unclear at present as to what this result may signify. One hypothesis is that it may reflect a greater difficulty on the part of the black pupils in dealing with visually abstract materials, in that the test does require one to visually reconstruct parts into a whole.

## Spring Testing

The results of the spring testing are presented in Figures 6, 7 and 8 which include also the fall curve for the black-Sausalito and white-Sausalito pupils only.[1] Inasmuch as the spring testing curves closely parallel the fall curves in all instances, the preceding discussion of results applies to the spring testing as well.

## Gains During the Academic Year

In Figures six through eight, the discrepancy between the fall and spring testing for each grade for each group represents the amount of gain accomplished by the groups in that particular grade as represented by the difference in means. Once again caution is necessary in interpreting gains since the equivalence of units at different points on the scale and from one measure to another is questionable. Keeping that in mind, however, the following conclusions are drawn:

On both the Picture Survey and Spatial Survey tests (both presumably less directly influenced by specific teaching of skills), the improvement by grades appears to be very nearly equal for the Sausalito-white and Sausalito-black pupils, once again substatiating the view that the black pupils are holding their own but not showing the larger gains which are necessary, if, as a group, they are to catch up with the average performance of the white pupils.

With regard to the Arithmetic Story Problem, there is a suggestion that both groups show greater gains during the year's time in the earlier grades, as might be expected, and that in general the black pupils show slightly less gain by grade than the white pupils. Thus there is a somewhat greater divergence between black and white pupils on the spring curves than in the fall curve, though in both instances the curves are roughly parallel.

---

[1] The fall curves in these figures depart in some instances from the previous figures in that only those pupils on whom tests were available for both fall and spring are included in Figures 6, 7 and 8.

With regard to the Arithmetic Computation curve, it appears that the amount of gain shown by the white pupils is about the same at each grade level, but there is a suggestion that for the black pupils there is greater gain beginning with the sixth grade, such that, in this case, the divergency in curves, noted earlier with regard to the fall testing, is considerably less for the spring scores. This may suggest that the discrepancy between the black and white pupils which appeared to be building up particularly through the fourth and sixth grades was counteracted through the activities during this year. Once again these trends are merely suggestive.

On the Reading Comprehension measure both groups show very nearly the same amount of gain and about the same amount across grades with the exception that the white children show a considerably larger gain in second grade and a considerably smaller gain in the eighth than the black children.

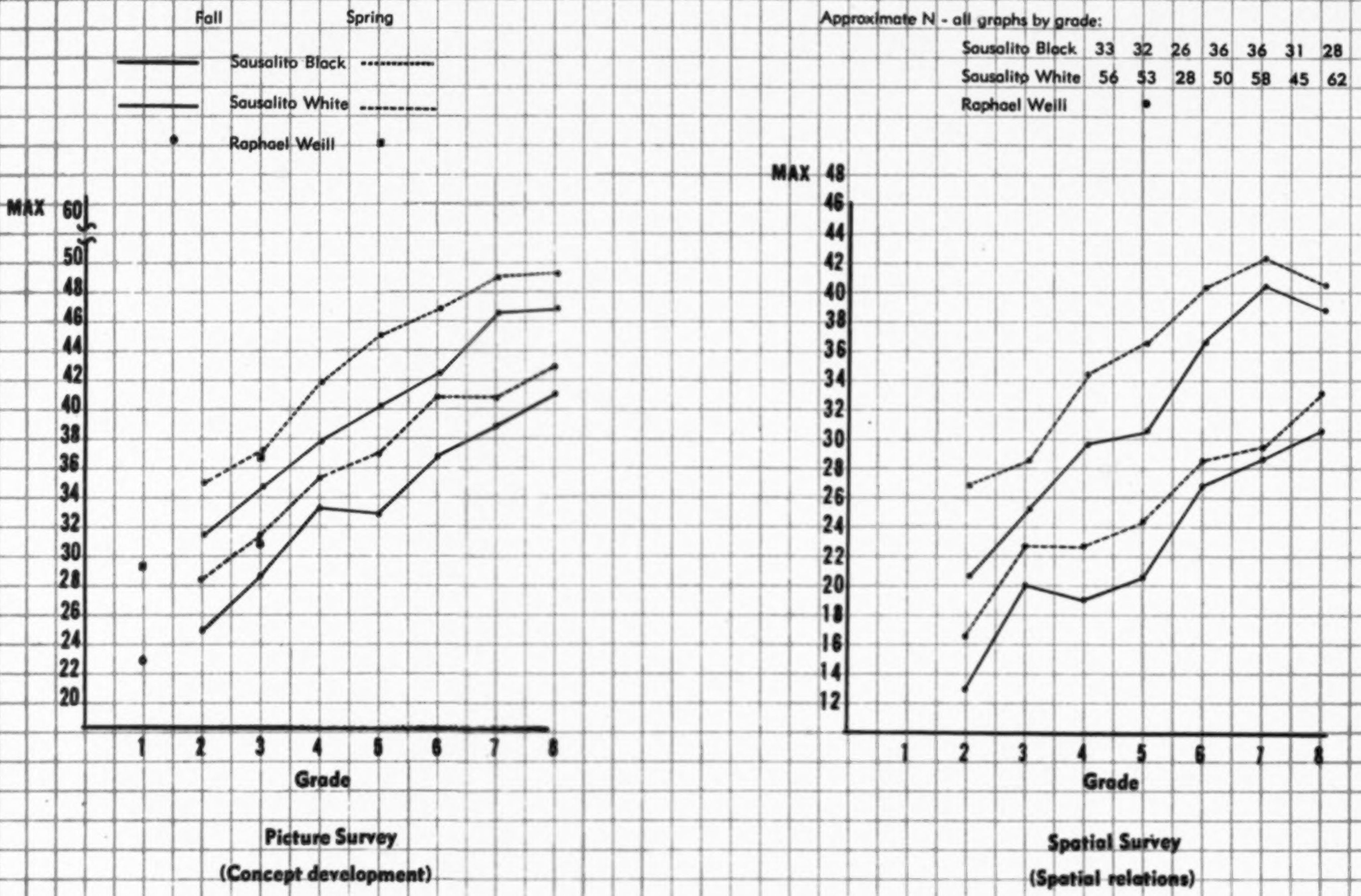
On the Reading Vocabulary test there is the suggestion that the black pupils gained about as much as the white children in grades two and three but somewhat less in grades four and five, thus falling further behind, and then gained about equally in the succeeding grades.

These data permit a different kind of comparison to be made with some provocative results. In the absence of particular curriculum changes, one would probably expect that the end-of-year means in a particular grade would approximate beginning-of-year means in the next succeeding grade, or possibly that the end-of-year scores would be slightly higher in the skill areas -- assuming some regression over the summer. In the event that particular innovative programs were introduced during this year, one might expect that end-of-year scores might be substantially higher in any particular grade than beginning scores for the succeeding grade. This, of course, requires the assumption that each of the pupil groups is comparable, i.e., does not in any significant way constitute a different group of students since all of these data are cross-sectional and not longitudinal.

For the most part, this expectation seems to be born out but with some very interesting exceptions. In all of these instances the beginning-of-year score for a particular grade is considerably higher than the end-of-year score for the preceding grade; a finding which is rather surprising. This peculiarity seems to occur primarily with regard to the fifth and sixth grades and to a somewhat lesser extent the sixth and seventh. It is to be found on the Reading Survey tests for both black and white children; on the Word Survey for both black and white children; on Arithmetic Computation for both blacks and whites; on the Arithmetic Story Problems, though less pronounced in the case of the white children; and to a lesser extent on the Spatial Survey for the black children only. This peculiarity also appears between the fourth and fifth grades on Arithmetic Computation for the white pupils only; between the second and third grades for the Spatial Survey for the black pupils only; and for both black and white pupils between fourth and fifth grades on the Reading Survey and Word Survey. Whether this peculiarity reflects the limitations of the tests themselves or limitations in their administration, or suggests differences among the students in the different grades in important dimensions; or reflects curriculum practices in the schools; or other variables cannot be answered at this time but is an interesting result which deserves additional study.

**Cross Sectional Growth Curves 1967 - 68**

**FIG. 6**



Approximate N - all graphs by grade:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sausalito Black | 33 | 32 | 26 | 36 | 36 | 31 | 28 |
| Sausalito White | 56 | 53 | 28 | 50 | 58 | 45 | 62 |
| Raphael Weill | | • | | | | | |

Picture Survey
(Concept development)

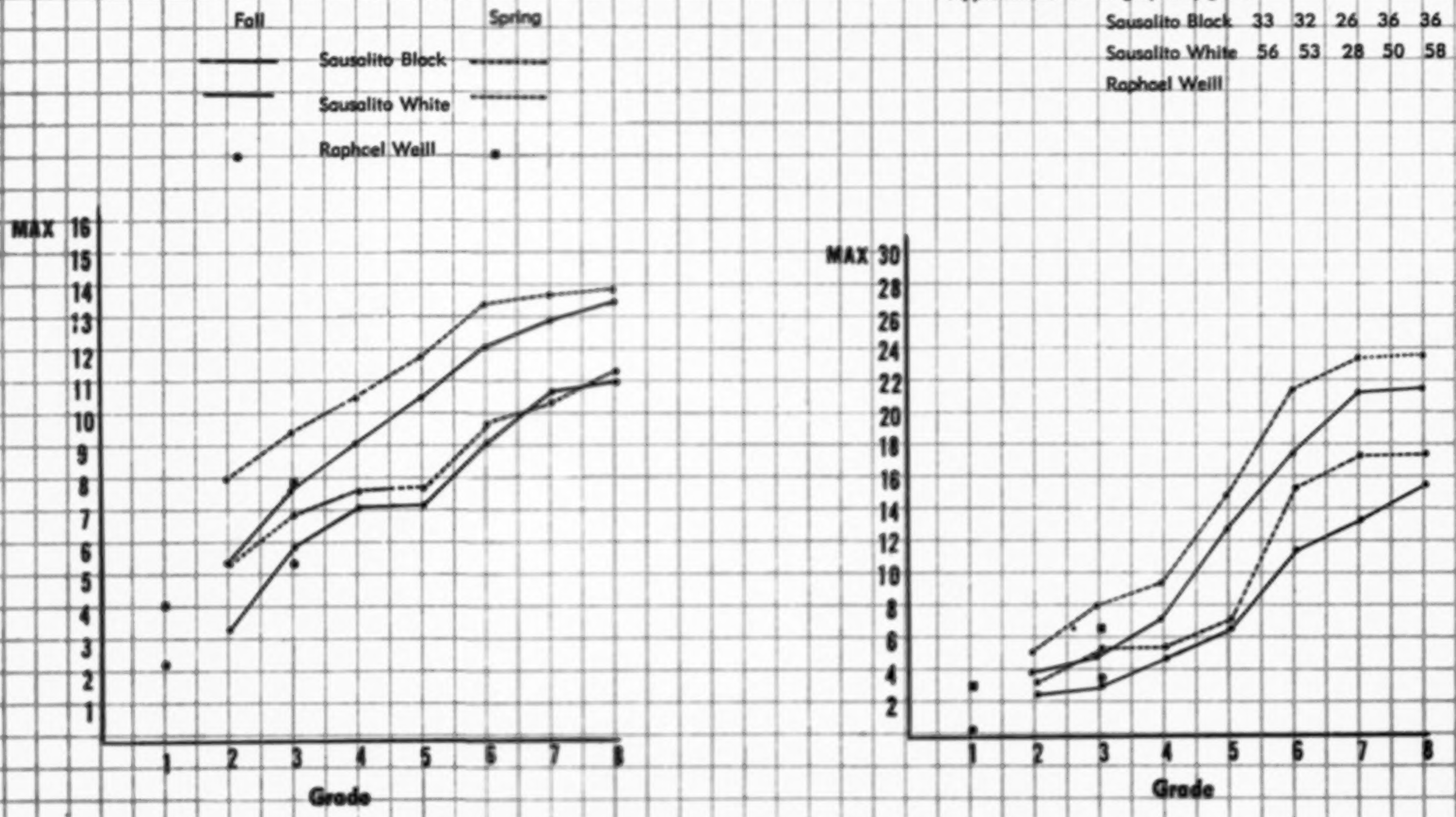
Spatial Survey
(Spatial relations)

FIG.7

## Cross Sectional Growth Curves 1967 - 68

Approximate N - all graphs by grade:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sausalito Black | 33 | 32 | 26 | 36 | 36 | 31 | 28 |
| Sausalito White | 56 | 53 | 28 | 50 | 58 | 45 | 62 |
| Raphael Weill | | | | | | | |



Number Survey I

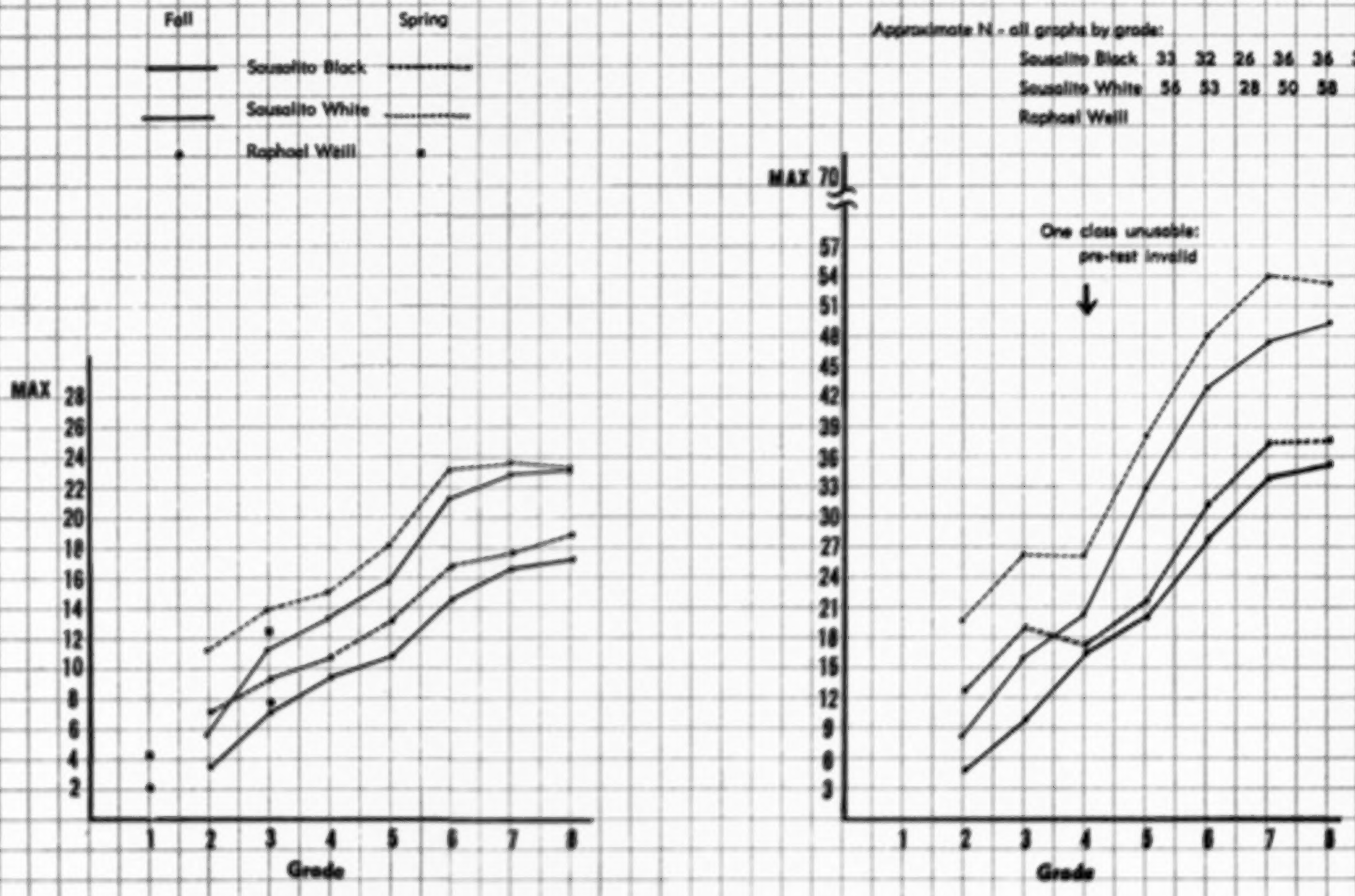
(Arithmetic story problems)

Number Survey II

(Arithmetic computation)

FIG.8

## Cross Sectional Growth Curves 1967 - 68



Approximate N - all graphs by grade:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Sausalito Black | 33 | 32 | 26 | 36 | 36 | 31 | 28 |
| Sausalito White | 56 | 53 | 28 | 50 | 58 | 45 | 62 |
| Raphael Weill | | | | | | | |

Reading Survey

(Reading comprehension)

Word Survey

Reading vocabulary

Although it was not possible to obtain extensive pre-and post-test data at Raphael Weill School, it was a part of the research design to obtain pre-post data on several classes, both STEP and non-STEP, in each of grades one, two and three. Due to a variety of complications involving changing of teacher assignments and student teacher assignments and the further complications of classes involving students from more than one grade, this design could not be adequately carried out. It is, however, possible to report data for the first and third grades, each based on two classrooms, which, so far as can be determined, are representative of the school. Probably the most meaningful comparisons to be made involving these data are to compare the black students at Raphael Weill with the black students in Sausalito. At this point, however, it has not proved possible to identify the approximately 30% of the Raphael Weill classes who are non-black. This will, hopefully, be accomplished in the future. Thus this limitation must be kept in mind in these comparisons.

Nevertheless, the comparisons are of some interest. On each of the measures available the third grade comparisons are discussed first since it is at this grade that the pupils in the various districts were tested; Raphael Weill being the only school where first grade data is available.

On the Picture Survey test it will be noted that the beginning third graders at Raphael Weill scored at an intermediate point between the Sausalito-black and Sausalito-white pupils and at a point very close to that achieved by the end-of-year third graders in Sausalito who are black. At the end of third grade the performance of the Raphael Weill pupils was approximately equal to that of the Sausalito-white children, surely a point of considerable interest.

The first grade data on this test present much the same picture. The beginning first graders at Raphael Weill score at a level which could easily be extrapolated downward from the Sausalito-black curve. By the end of the first grade, however, these pupils were scoring at a level somewhat higher than the Sausalito-black pupils at the end of the second grade, and at a point not much below that attained by the Sausalito-white children at the beginning of the second grade.

On the Arithmetic Story Problems, the Raphael Weill third graders beginning-of-year score is slightly above that of the Sausalito-blacks, but the end-of-year socre is substantially above the end-of-year score for Sausalito-blacks though somewhat below the end-of-year score for Sausalito-whites. Again in the first grade, the end-of-year scores are somewhat above the beginning-of-year scores for the Sausalito-blacks in second grade. Essentially the same picture occurs on Arithmetic Computation in that the Raphael Weill pupils, at beginning of third grade, score approximately the same as the Sausalito-blacks but by the end of third grade have made somewhat more improvement, scoring at a point intermediate between Sausalito-blacks and Sausalito-whites. This same pattern is repeated again on the Reading Survey.

In total then, it would appear that the skill development of the pupils at Raphael Weill, by end of third grade, is intermediate between the Sausalito-blacks and the Sausalito-whites and the Concept Development scores are nearly identical with those of Sausalito-whites. It must be emphasized that these data are based on relatively few cases and further that it cannot be determined to what extent they may reflect differences in the pupils themselves, differences in particular curriculum procedures or particular teaching styles, but they seem worthy of further investigation.

## B. SELF-ESTEEM SCALE

The Self-Esteem (Pupil Self-Rating Sheet) results must be interpreted with caution since the validity of this measure may be affected by such variables as willingness to be candid and changing frame of reference. Keeping these cautions in mind, however, it is of interest to compare the curves of the black and white pupils in the Sausalito schools in grades four through eight wherein the scale was administered both in the fall and in the spring.

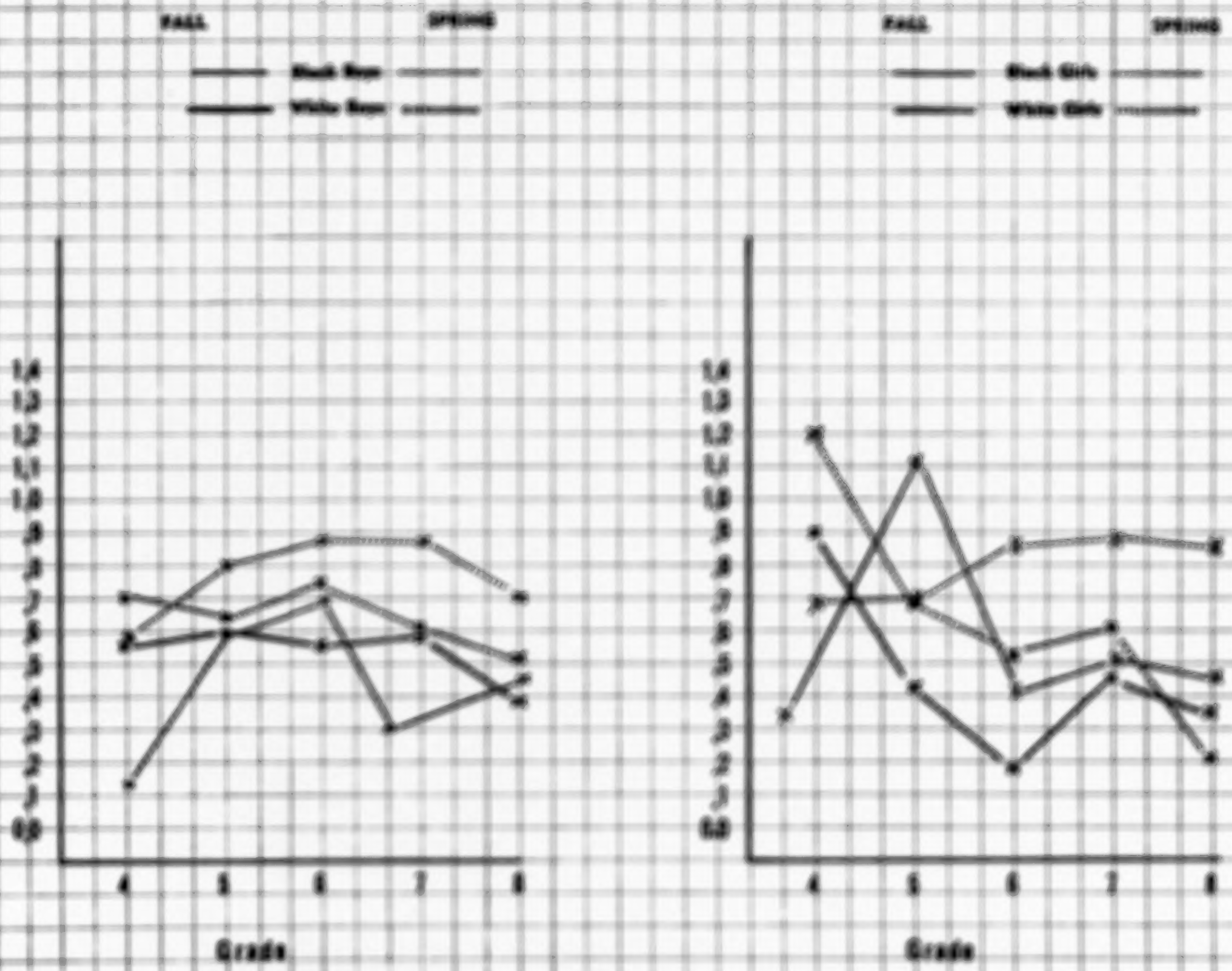
Inasmuch as it was hypothesized and shown to be true that there was considerable difference between boys and girls, a breakdown was made on that basis. The overall results are shown in Figure 9. It will be noted that on both the pre- and post-tests, both the black boys and girls scored lower than their white counterparts in the fourth grade. The black boys tended to rate themselves lower than the black girls at the beginning of the year but seemed to change more in that their end-of-year scores more nearly approximate the white boys than do the scores of the black girls approximate the white girls.

In data not here presented we have made a priori divisions of the Self-Esteem items into categories which suggest that on the pre-test the black girls rate themselves lower than white girls particularly on items which seem to have to do with imagination, creativity, humor, on items dealing with study habits and on items having to do with dealing with authority. On the pre-test the black boys tended to rate themselves down in the categories dealing with understanding other people, and also in the category of authority relations and study habits. Most of the gain shown by the black girls is in the category dealing with imagination, creativity and humor though there is a tendency to gain in all categories as is also true for the white girls. For the black boys there is a marked increase in the empathy category and also increases in the authority and study habits categories, as well. At the end of the year the black and white comparisons, whether they be boys or girls, tend to show very little difference in categories dealing with perceived competence in school subjects, self-assertion, social ability and appearance.

In the fifth grade, interestingly enough, there is very little difference between the black and white boys on either the fall or spring testing. There is, however, a rather marked difference between the black and white girls on the pre-test; the black girls scoring themselves much higher in total than the white girls but this difference has virtually disappeared at the time of the spring testing in the fifth grade. In terms of our category breakdown, there are some very interesting reversals here, in that in the category of study habits, the black girls scored themselves considerably higher than the white girls on fall testing but quite a bit lower on spring testing. In the

FIG. 8.

SELF ESTEEM MEANS BY GRADE, SEX AND ETHNIC GROUP



category dealing with social skills, a similar pattern occurs in that the black girls scored themselves much higher in the fall testing and on the spring testing only slightly higher. At the same time the white girls rather markedly raised their self-perceptions in the area of social ability from fall to spring testing. Thus, both groups of girls showed rather considerable shift toward a more central position and particularly in the categories mentioned.

The sixth grade boys show considerable stability in their fall to spring scores; both black and whites increasing about the same amount. Across the board, the black boys rate themselves somewhat more positively than do the white boys both fall and spring. They rate themselves somewhat higher in handling school subjects but the greater differences occur, interestingly enough, in the categories dealing with study habits, coping with anxiety and appearance. The black girls score themselves somewhat higher both times, fall and spring, then the white girls. The principle area in which the discrepancies seem marked is once again that of social ability in which the white girls rate themselves down, particularly on a few items.

The other areas in which the sixth grade black girls score themselves higher than the white girls had to do with dealings with authority and appearance and these discrepancies are somewhat greater in the spring.

In the seventh grade the black and white girls show very little discrepancy in fall scores but by spring the black girls scores have increased a good deal more than the white girls, there being no particular category in which this is most pronounced. The seventh grade black boys show very marked discrepancies from fall to spring whereas the white boy's performance fall to spring is quite consistent. In the fall the black boy's score themselves down rather considerably lower than do the white boys particularly in the areas having to do with study habits, understanding others and to a lesser degree in authority relations and social ability. In the spring testing, however, the pattern has changed markedly in that they score themselves markedly higher than do the white boys in problem solving, study habits and reverse a less marked trend in the category dealing with imagination, creativity and humor.

In the eighth grade the performance of both black and white boys, fall to spring, is relatively stable with both groups raising their scores somewhat in the spring. The only category showing very marked differences is study habits in which both fall and spring the black boys score themselves higher. In addition the black boys score themselves higher in the spring on the category dealing with understanding other people though they had not done so in the fall. The pattern for the white girls is somewhat unusual in showing a slight decline fall to spring. The black girls, though responding much like the white girls in the fall, apparently view themselves considerably more positively in the spring, increasing their overall score rather considerably. This is true in several categories, particularly Problem Solving, Study Habits and Self-Assertion, Dealing with Anxiety.

In total, these data do not present a picture which is easily interpreted. Nevertheless, a few comments seem warranted. The first pertains to the relative stability of performance across the grade levels of the white boys, in contrast to the other three groups which show a good deal more fluctuation from grade to grade (and from fall to spring). A second comment pertains to the lower self-esteem suggested on the part of the black students in the beginning of the fourth grade (though less so for the boys toward the end of the fourth grade) and the generally higher self-esteem shown by the black pupils thereafter, with the one exception of the seventh grade black boys who at the beginning of the year scored considerably lower but showed a marked shift and by the end of the year again scored higher than their white counterparts. A third comment pertains to the much greater shifting in scores generally from fall to spring on the part of the black children as opposed to the white children. This may in part be due to the smaller sample size for black children since this would be expected to increase fluctuation but it seems unlikely that this would account for all of the variability. The overall trend for boys, both black and white, seems quite stable after the initial low score by black boys in beginning fourth grade. For the girls, however, there seem to be more clear-cut trends; in the direction of increasing self-esteem across grades for the black girls and a decrease for white girls. Finally, there is a clear trend toward higher scores in the spring than in the fall, there being no exceptions for boys and two (of ten possible) for the girls.

In terms of the category breakdown, it is of interest to note that there is relatively little discrepancy between blacks and whites, either boys or girls, in those categories dealing most directly with school accomplishment and to note further that the categories within which the black students tend to rate themselves higher than do whites are most frequently those dealing with study habits and social ability and appearance. It is of particular interest to note that in this desegregated setting the black students on this evidence do not seem to feel themselves inferior in school performance nor on any of the other categories with the exception of the beginning of fourth grade, and even there the discrepancy was much less marked than on other less directly school-related categories and had to a large extent been eliminated in the school category by the end of the year. It is not possible for these data to illuminate the possibility that this type of questionnaire elicits more of a defensive reaction than true feelings but inasmuch as we have seen that the black students do in general have poorer skill attainment, the discrepancy between their performance, at least on tests, and their stated perceptions of their school performance is of considerable interest, along with the rather unusual finding that with only a few exceptions the black pupils tend to score themselves more highly in the Study Habits category than do the white children.

## IX. SELF-ESTEEM IN DE FACTO SEGREGATED AND DESEGREGATED SCHOOLS

The final study consisted of comparisons of black and white pupils (grades 4-6) in both segregated and desegregated schools with respect to self-esteem. The measure of self-esteem was a somewhat longer version of the measure reported in Section VII above and shown in Appendix G. The study is reported in detail in Appendix H and may be summarized as follows:

Within a large metropolitan school district, two _de facto_ white schools, two _de facto_ black schools and two integrated schools were selected. Intact classes were randomly selected within each school to obtain a total of eighteen classes. Comparisons of groups in terms of race, sex and school were made for each item.

The principal findings indicate that white pupils rated themselves in about the same way regardless of sex or school situation. Black pupils rated themselves somewhat higher than white pupils in the desegregated schools but the contrast was much less than for black pupils in the _de facto_ segregated schools where the black girls, in particular, rated themselves significantly higher than did white girls on 52 of the 73 items.

## PROPOSED RESEARCH AND EVALUATION ACTIVITIES FOR 1968-69

During the coming year, the following are planned:

1) Extensive observation of STEP graduates in their full-time teaching responsibilities. It is anticipated that between the Sausalito and San Francisco School Districts will be approximately twelve STEP graduates in the classrooms. We anticipate observing each of them from eight to ten times utilizing the STEP Observation Schedule. In addition, we intend to observe another teacher, probably selected at random, within the same school and at the same grade level as each STEP teacher. This will permit comparison of the teaching styles and activities of the STEP graduates with those of other teachers in presumably the same teaching situations.

2) Relating of Teacher Behavior to Pupil Change. In addition, to those teachers mentioned above, we anticipate observing all of the other teachers in grades one through six in the Sausalito School District and two teachers each in grades seven and eight, those who have in effect self-contained classrooms for Social Studies and Language Arts. By retesting all pupils in the Sausalito District with both the Cognitive Battery and the Self-Esteem measure administered this year, we will have a basis for establishing a measure of growth on the part of each child. Inasmuch as there is no selective placement within the Sausalito District, (i.e., assignment of pupils to teachers is done on a random basis), the assumption that observed change from the end of the grade in 1968, to end of grade 1969, is not distorted by extraneous variables seems legitimate and hence comparisons of the average class gains with the teaching characteristics of the teachers should permit valid generalizations to be made. Such a procedure is not possible at Raphael Weill School inasmuch as all pupils were not tested in the school during the 1967-68 year. Consequently, it is intended to administer the Cognitive Battery and Self-Esteem test as pre-test in the fall and again in the spring in those classrooms having STEP graduates as teachers and in one "comparison" class for each "STEP" class. It is intended to test the remaining pupils in the school in the spring only.

3) Studies of Selection Procedures. Once again during this year studies similar to those done during this past year will be done in attempting to validate both current selection procedures which rely primarily upon interviews and to assess the validity of tests which are being administered and ascertain the feasibility of their use in selection for the next group of STEP students.

4) Program Assessment on the Part of Students. We anticipate repeating the devices that were used this year as vehicles for assessing student reaction to the program.

5) The fifth endeavor on the part of the Evaluation and Research staff consists of an attempt, on the one hand, to establish a more favorable milieu within which to do research and, on the other hand, to involve the STEP students more directly in research activities. It seems clear that the major problems arising this past year, in connection with research, which both made the collection of research data difficult and at the same time contributed to

a lowering of morale on the part of STEP students were due primarily to the feeling that the research efforts were (a) disassociated from, and not communicated to, the students, and (b) viewed as threatening and unhelpful. A vehicle for the more direct involvement of students in research activities is presented this coming year in that the Project Director as well as the Evaluation and Research Coordinator will be jointly involved in the teaching of the Educational Psychology course to the STEP students. Many of the course objectives are similar to the objectives of the research effort, e.g., acquiring techniques for diagnosing pupils, learning to assess pupils' change, learning to systematically describe one's teaching activities, and learning to set behavior objectives. Further, the style of teaching in the course is intended to be in large part inductive, in that the students will be required to systematically collect information both on teaching styles and strategies and on pupil characteristics and from these to begin to formulate their own analysis or viewpoints toward teaching. Inasmuch as this approach, in essence, approximates the research effort in education, many opportunities are afforded, both for the students to engage in a research type of activity and to provide data which should be useful to the Evaluation and Research Staff. As of this time, it is not possible to specify precisely what kind of data will be made available but one example of an activity which seems quite clear, and to be consistent both with curriculum objectives and with research objectives, would be to have the students themselves administer the Concept Development (Picture Survey) test to a selected sample of pupils who have previously taken the test with a view toward assessing both the extent to which the individual administration provides a different score from the group administration, and further, possible reasons for low scores. There are at least two hypotheses current as to why black pupils typically do poorer on tests of concept formation than white pupils. The first would suggest that they are less familiar with the particular objects to be grouped and hence are at a disadvantage due to the format of the test itself. The second hypothesis, stemming from the work of Siegel, suggests that the capacity to abstract from objects themselves to pictorial representation of objects is more difficult for pupils with more impoverished stimulus background. In this instance it is seemingly not that the pupil does not recognize the picture, but that he has difficulty applying his conceptual scheme to the picture as opposed to objects themselves. These and other hypotheses should be susceptible to investigation.

There are clearly risks to be taken in such an endeavor. If, for example, one wishes to use techniques for assessing behavior with the student teachers, one runs the risk of faking of such measures when the students have been "let in" on the processes themselves. Thus, for example, discussion of the Observation Schedule with the students could lead to their attempting to fake their behavior and hence present an atypical picture when observers use the Observation schedule in observing them. Such difficulties may or may not be obviated. In this instance it is our feeling that the Observation Schedule is a great deal harder to fake than some other schedules, for example, Flanders; and secondly, we are planning to use it with student teachers, not to obtain a picture of their typical behavior, but rather their optimum behavior. In any case, problems pertaining to data collection will arise as the result of this activity but it seems nevertheless to be worth the risk in order to alleviate a rather serious contribution to morale deterioration, to avoid feeding into an apparently rather strong anti-intellectual attitude with which many of our students come to the program, and finally in order to make use of an extremely valuable source of contributors to both research data and conceptualization.

# E. COMMUN. REL.

# STEP - NEW CAREERS AND COMMUNITY EDUCATIONAL SERVICES PROGRAM

## A. Introduction

At the beginning of the STEP program in February 1966, the time and attention given to the community was largely that of communication through public media. By September 1966, this had been expanded to include more of a community relations program, and two part-time community workers were employed to help STEP contact and involve parents in the academic counselor program, a tutorial-type program of one-to-one relationship of children referred to STEP students for special help. At this time, STEP attempted to get into the homes and encourage parent cooperation. This proved to be very difficult, and pointed to a great need in the realm of community work.

Meanwhile, STEP was attempting to enlist ethnic minority group students from "disadvantaged" communities to add another dimension of student understanding and interaction in the STEP program. Only one was available. In studying this problem, it was found that very few such students could afford higher education or meet entrance requirements. Those few who managed to get into college seldom "survived," still partially due to economic problems and insufficient academic background but also because of inability to adjust personally and socially in the college society.

Through contacts with the high school and with Marin City parents, it became obvious that parents of this ghetto community held no hope for a professional future for their children. The children, therefore, could see little reason for working toward high achievement in the schools.

Special community studies through STEP's interdisciplinary institute by representatives from such disciplines as sociology, psychology, anthropology and education brought out the multiple problems -- of joblessness, lack of male head-of-household, crowded home conditions, very low-level educational background of parents, and lack of self-worth due in part to a feeling of racial discrimination. From these studies and further personal contact with some Marin City citizens, it became evident that STEP was merely touching the surface of community relations. To accomplish any real change in the attitude toward education of children and young adults, and to foster any hope for improvement in the lives of the adult segment of the community, an extensive program involving the total community would have to go into action.

As a result, STEP has added to its Communications and Community Relations program: (1) A "New Careers" Work-Study program; (2) communication of the importance of education to pupils, drop-outs and parents of disadvantaged communities encompassed by the STEP program; (3) direct involvement of parents of these communities in the education of their children and in their own self improvement through educational activities.

## B. STEP New Careers Program

### 1. Description

The New Careers program is designed to seek out "disadvantaged" pupils or students who could be potential teachers and to assist them in every way possible to: realize their potential; continue their high school education; enroll in college; stay in college; and eventually become effective teachers in integrated, cosmopolitan, and/or so-called "disadvantaged" areas.

2. Background

The decision to include the New Careers program as a part of STEP was made on the basis of STEP's overall objective: to try to change teacher education to be more relevant to the needs of our present and changing times and to be more effective in preparing teachers to work with children in a desegregated classroom. It had become apparent to STEP faculty that most of its Caucasian students--even though they expressed a strong desire to work with socio-economically deprived children and even though many had some previous experience in Vista, Peace Corp, tutoring programs, etc.--still found it difficult to understand and relate to these children effectively in the classroom. Therefore, STEP made the assumption that if students from this socio-economically deprived background could be recruited into the teacher education field, given special teacher preparation for the desegregated classroom, and encouraged to go into desegregated classrooms as teachers; then the probability for success would be much higher.

Once this assumption was made, STEP made an all-out effort to recruit minority group teachers at San Francisco State College; STEP could recruit only one black student, no Mexican-American, no Chinese, etc. Although there was not time nor personnel available to make a formal study, STEP found that despite the high demand for minority group teachers:

a. Many who might become teachers were not counseled properly in high school and could not meet college admission requirements.

b. Of those who entered college, very few were aiming toward teacher education.

c. Some of those who considered teacher education changed into other fields.

d. Some dropped out due to difficulties in academic work; financial problems; loss of incentive due to adjustment and personal problems.

Since there was not a reservoir of prospective minority teachers already in college to draw upon, STEP recognized that its program to recruit minority group or persons from a socio-economically deprived community, would have to begin earlier than college. Such recruitment would have to begin at the high school and junior college level.

Since recruitment of teacher candidates who were most likely to succeed in teaching in a desegregated setting was and is a vital part of STEP, the "New Careers" portion was added to STEP. This was decided in late spring 1967.

It was decided to recruit 15 students from the Marin County area in which STEP was involved. It was further decided that since STEP would have to recruit for 1967-68 students with which we had had no previous contact, that a summer preparatory program would have to be planned and expedited for these 15 students. Therefore, almost immediately some members of the STEP staff and the Sausalito School District Study Center Director (a minority person from this community) began to recruit students from Tamalpais High School and the College of Marin (the junior college in this area). There was no time for groundwork or screening. Under the circumstances the goal of recruiting 15 students was very high and the probability of any large degree of success with these 15 students was very low. However, the faculty and community persons now involved were enthusiastic and determined.

Since these students would not have the requirements necessary for admission into San Francisco State College, STEP first worked on a program, with other representatives from San Francisco State College, on a plan for special admissions. Such a program was finalized and STEP received approval for 15 students under Special Admissions, with the understanding that STEP would put into practice its proposed supporting program for these students.

Next, STEP did recruit fifteen such students, all black. Six were students in the College of Marin who wanted to transfer to San Francisco State College under the STEP "New Careers" program. Eight were graduates of Tamalpais High School. One was active in community endeavors and wanted to continue an interrupted college education.

The planned program began in summer 1967 and a leader for this program was selected. This leader was a black male who had himself come from such a background, worked through his Masters degree, had a great deal of experience and competency in this area.

3. Summer 1967

Orientation meetings were held with these 15 students. Parents were also included in some of the meetings. The summer program consisted of counseling and advising; orientation to college activities; provision of financial aid; and a full summer work-study program for all the students who did not already have summer jobs to help with financing their college programs.

Eleven of these fifteen students were employed on either a part- or full-time basis through the Work-Study program. Their positions encompassed many different activities, including Teacher Aides in the Sausalito School District Summer School; clerical and secretarial work for the STEP offices and Sausalito School District Summer School; Employment Counselors for high school students with the California State Employment office in Marin County; and general assistants in the Marin County Volunteer Services Bureau. An effort was made to insure that each student was exposed to situations which would encourage him to start giving serious consideration to the idea of entering one of the helping professions. The three students who were not active in the summer Work-Study program already had full-time summer employment and became participants in the Fall program.

4. Fall Semester, 1967

The New Careers Program for Fall, 1967, consisted of five major aspects:

a. Academics

After a series of planning conferences, guidelines for a special curriculum were established to accommodate the two groups of students in the program, the high school graduates and the junior college transfers. STEP personnel worked with the Advising Department in the evaluation of transcripts and the selection of courses to meet the college's general education requirements. They contacted each of the instructors of the courses identified and reserved places with them for the New Careers students. This accomplished, the New Careers counselor advised the students about their courses, and began administering to them a battery of personality and vocational tests. Next, the students' work study placements were arranged to conform to their class schedules.

In preparation for San Francisco State's complicated registration procedure, a special pre-registration meeting was held for the New Careers students. Each student was given a packet explaining the step-by-step registration process, plus instructions in how and where to receive assistance. Prior to actual registration, the New Careers freshmen attended the college's orientation session, living in the dormitories during its three day duration. A special meeting was also held in which the various methods on "how to study" were discussed. Personal insights of STEP's two black advisors had the effect of reducing pre-class tension. However, after these pre-registration meetings, it was necessary to accompany the students to the gymnasium (the place where registration was held) to help them complete the registration process as simply as possible.

After the first week of classes, the program's Coordinator sought a "Faculty Friends" organization on campus for interested faculty members. Essentially, this organization was designed to afford New Careers students the opportunity to establish friendships with faculty members on a one-to-one basis--non-academic relationships which would give them a different perspective of the college.

Weekly study sessions were also organized, using STEP graduate students as tutors for the New Careers students. These study sessions were designed to serve two purposes: (1) to provide special instruction for New Careers students having difficulties meeting the academic demands of the college, and (2) to give STEP students opportunities to explore various teaching strategies and their abilities to implement them.

b. Financial Aid

The New Careers students were admitted to the college as a group, but were given individual financial aid packets based upon the financial status of their respective families by the Financial Aid Office on Campus. Their financial obligations connected with attendance at the college were then met through support from parents, grant-in-aid stipends, and money earned in the Work-Study program--with the relative amount of money coming from each source being determined by the individual status of each student. Every student and his parent or parents were advised by counselors from the Financial Aid office as to the exact financial assistance he or she would receive. This was done in a special meeting arranged at the Teacher Education Center in Sausalito and supervised by the Director of the Financial Aid office at San Francisco State College.

c. Work Placement

The work hours range from 10 to 15 hours per week according to the needs of the students. Placement was in different jobs in a variety of places, again dependent upon the individual needs of the student. However, in general, STEP attempts to place students in work activities which will:

(1) expose them to interaction with a large number of people

(2) give them insight into professional requirements, responsibilities, and rewards

(3) offer them experiences which will broaden their career perspectives

(4) involve them in teaching and working with children who need special help

(5) give them a feeling of "belonging" and achievement

d. Counseling and Guidance–

This aspect of the New Careers program is under the supervision of a Counseling Specialist at San Francisco State College. In addition to advising the New Careers students academically, he counsels them in personal matters and vocational choices. He meets on a weekly basis with each student, serving as a trouble shooter for any problems that might impede the student's chances of successfully interacting in his or her college related activities. A file is kept on each student containing scores obtained on personality and vocational tests, to be used in the future to determine the effectiveness of the program.

e. Parents' Meetings

Recognizing the fact that the New Careers students, in order to be successful, would need a supportive environment in their home and in their community, STEP initiated a series of small group meetings with the parents of these students to discuss the program, the problems and how parents could help these students succeed in their college program.

As a result of this fall, 1967 program, fourteen of the fifteen students succeeded. Of this group, one made the Dean's Honor List, some arrived at the point where they did not need as much tutor assistance; most adjusted well to the large college activity and atmosphere; all of the fourteen showed improvement in their abilities as well as personal group.

5. Spring Semester, 1968

The same activities for programming the students, securing financial aid packets, scheduling work-study, and providing supportive counseling were executed as in the fall semester. In addition, from experience during the fall semester, STEP worked on:

a. More clearly defined regulations and responsibilities in the work program. This will occur in a special group session in February.

b. A more intensive tutoring program--with STEP students and others working with New Careers students on a one-to-one or small group basis in special tutoring sessions.

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c. Greater interaction with STEP students. A seminar was scheduled for second semester in which STEP students and New Careers students will participate jointly. Each group had representatives on the seminar planning "team". This experiment did not work out well, but its failure was due primarily to lack of planning time, lack of clarity of purpose, wide divergence of expressed needs of the STEP students, and difficulties in expediting procedures. The idea still remains a good one and will probably be tried again with STEP students (graduates in the credential program) and with New Careers students who have by now had at least one or two years of their college program completed.

d. Closer working relationship with Marin County Schools for placement of these students in a larger variety of helping professions involving direct experience with children--for example, the placement of students in Child Care Centers and as teacher aides.

Also during the spring semester, 1968, STEP began an early identification of prospective New Careers students and development of a more sophisticated selection criteria. STEP also embarked on a cooperative counseling and selection program with Tamalpais High School, College of Marin, and San Francisco State College vocational counseling personnel. This group had three planning sessions, then began collecting data on prospective students as early as February 1968.

A special committee was formed for the recruitment of the 1968-69 New Careers students. Open sessions at the high school(s) and the junior college were held to tell students about the STEP New Careers program. Application was open to all Tamalpais Union High School graduates and all students in the College of Marin. In addition, since STEP had grown to include an urban center at Raphael Weill School in the San Francisco Unified School District, there were some San Francisco applicants. Students who applied were scheduled for a first interview.

Applications, records, information from counselors and/or teachers, an sutobiography written by the student, and interview data formed a packet which the committee used for screening. The committee then considered these students in relation to the established criteria. Students meeting these criteria were then scheduled for a second interview. Students who did not meet the criteria were contacted so that they would understand why they were not being scheduled for a second interview.

After the second interviews, the Selection Committee met and discussed each student individually in relation to the criteria. A total of sixteen students were finally selected; fifteen for the 1968-69 school year and one additional students to replace the one student who did not finish the fall semester.

There was some follow-up on those students who applied and were not selected in an attempt to help them. For example, it was felt that some students should first go to College of Marin and the Counselor from College of Marin then worked with these students. During this total recruitment procedure, the STEP black counselor from San Francisco State College worked directly with the Committee.

3

After selection, an orientation meeting was held. Necessary forms were filled out under the supervision of two STEP representatives. At that time financial aid applications were discussed and packets were taken home for completion. The STEP representatives then went into the homes and helped the parents and students complete the forms. The same procedure as described earlier was followed in order to establish the financial aid packet for each student.

Subsequent information meetings were held, both with students and with parents. Also the summer work-study program was planned and the STEP representatives worked individually with each student to set up his or her summer program.

At the conclusion of the spring semester all fourteen students were still with the New Careers program. Progress was even more evident. Students were more independent, more articulate, more a part of the college, more able to plan, make decisions and follow-through. Some students had higher academic achievement; in some, the professors noted a growing potential. The impressive fact about the STEP 1967-68 New Careers program was that fourteen out of the original fifteen "made it". In the words of the Dean of Admissions, "That's a real record!" STEP has received many favorable comments on the New Careers program--from professors, counselors, community persons, parents. A copy of some written comments to STEP are enclosed in Appendix E.

## 6. Summer 1968

Fifteen new students were added to the STEP New Careers program for fall 1968; nine high school graduates and six junior college transfers which brings the total number of STEP New Careers to thirty.

### a. Academic Preparation

Six of the entering freshman students were in a summer preparation program at the College of Marin. This was designed to better equip the students for handling college work. That was done on the basis of recommendations from high school teachers and counselors and from STEP coordinators. The classes were in the communication skills and counseling (which included an overall orientation of what college life is, the expectation of college students, etc.). Another student attended the post-session at the San Francisco State College.

### b. Counseling

The students were counseled in academic matters, as well as personal matters. Students in the new group were administered personal and vocational tests. All the students were counseled by their advisor about courses for the fall. Each student had several counseling sessions. They were seen at least three times by the counselor; others were seen more as needed. The coordinators worked cooperatively to reserve places and courses so that the student work-study portion of the program would be properly facilitated.

c. Work Experience

A number of the students were involved in summer work-study. They were working in various agencies such as Manzanita Community Center in recreational leadership; Head Start Programs as teacher aides; Teenage Job Counseling through STEP; Hospital Aide; Counseling experience at the Mendocino Boys Camp. Other students sought employment through private means. All were employed to enable them to have the financial resources necessary to attend college the following year. They acquired many work related experiences during the summer. The students who were doing the preparation work at College of Marin, worked part-time doing the session and full-time after summer school ended. All students were placed with the following criteria in mind:

(1) working with people

(2) work related experience to give them more ideas as to what their long-term goals might be

(3) work that would give them responsibilities and rewards that are involved in any kind of professional position.

d. Results

All of the sixteen new students of the second group and all of the fourteen students from the first group completed their summer study and/or work programs, were registered for classes for fall semester 1968, and are beginning active participation in the 1968-69 program.

7. Comments

There are many and varied activities which make the New Careers program what it is. Some of the most rewarding and enduring ones are the personal involvements, the group involvements, the opportunities to see and participate in activities which broaden their understanding. All of these cannot be included in a report of this kind; this report includes only a summary of the essential elements of organization and activity. However, a few descriptions and comments of other activities are included in Appendix E:

a. A weekend social encounter experience at Highland Ranch, with STEP students, New Careers students, and STEP faculty.

b. The Christmas work-study program.

c. The Asilomar Conference.

## C. STEP Community Educational Services Program

### 1. Description

The STEP Community Educational Services Program includes not only the New Careers aspect which is a special and clearly defined program, but also a variety of efforts to communicate the importance of education to the community and to involve the people themselves in education. This part of the STEP program is considered to be vital because of STEP's belief that change in teacher education requires the concurrent growth of (1) college faculty; (2) college students; (3) school district personnel; (4) pupils enrolled in the district; and (5) citizens in the community.

### 2. STEP Instructional Personnel Involvement

This year STEP instructional personnel have become more involved in the community: (1) in attending Board Meetings, Parent Groups, other community activities; (2) in planning for a special education program in Marin City; (3) in emphasizing to STEP students and teachers the importance of knowing about the community, the homes from which the children come; (4) by encouraging and facilitating more direct contact of students and teachers with parents about problems, progress, projects and/or praise concerning their children; and (5) contributing to the new Title I Adult Education program. This kind of activity varied according to the person himself, his particular role in STEP, and his opportunities for community involvement.

### 3. Cooperative Effort Toward Parent Involvement in Education

STEP has a planned community services program, with particular personnel in active leadership in this area. The Assistant Director, the New Careers and Community Liaison leader, and two part-time community workers cooperated to develop an active educational program in Marin City.

Throughout the year the New Careers and Community Liaison leader, a black male intensely interested in helping both the children and adults of this community realize their potential through education, organized and helped develop a Marin City Parents Organization. This organization had as its goals:

a. To establish strong communications line with the Sausalito School District through which the District could become more aware of the needs of the Marin City parents and Marin City parents could learn more about the education their children are receiving in the district.

b. To bring some of the educational opportunity existing in the Sausalito School District, San Francisco State College and other community agencies to the residents of Marin City.

Initially this organization was composed of parents of New Careers students. STEP's activity to help black students pursue a college education was something these parents could see, that involved them personally; they also wanted to help their children succeed. Therefore there was a strong interest and willingness on the part of these parents to organize in an educational endeavor. These meetings were held once a month. The members elected officers, set up committees, and began to assume responsibility for conducting the meetings. During the year, this group had discussions on how their school district operates (with the Sausalito School District Superintendent); how the high schools work with their children (by an Assistant to the Superintendent of the Tamalpais Union High School District); the overall STEP program (by STEP Director); the problems of special education (by a San Francisco State College faculty member); teaching pre-school children how to begin to read (by a STEP staff member).

This organization also invited the STEP staff and the STEP students to a "pot luck" supper in Marin City. It was held in the Presbyterian Church. Parents provided the food. The fifteen New Careers students set up tables, provided center pieces, decorated and acted as hosts and hostesses for the evening. STEP students who arrived early enough helped the New Careers students and staff with the moving in of chairs, setting the tables, etc. Approximately sixty-five persons were there. This was the first social inter action function of this kind to be held in Marin City by Marin City parents.

By this time the Parents Organization had begun enlisting other parents in Marin City. Part of this growing interest in the organization was a result of Community Workers' efforts to involve more parents, word-of-mouth discussion of activities by the organization participants, and a looking forward to even wider STEP educational activities in Marin City.

Meanwhile, the Assistant Director and the two Community Workers were working toward a proposal for Title I Higher Education Act funds to establish an educational center in Marin City and provide a comprehensive educational services program which would encompass all age levels and as far as possible the total community. That portion of the original proposal which describes the planning and development and the proposed activities is included in the Appendix. Although this funding was limited to adult educational activities, some other aspects were included that were necessary in our concept of the family or total community approach. This proposal was reviewed and received positive response but had to be revised to exclude all but education activities geared directly to adults. This was done and the proposal was approved. This project was scheduled to begin in July 1968. Therefore, our Community Educational Services Program for parents became more encompassing and more active in the late spring and summer.

These funds were approved because of STEP's past activities in this community education endeavor, the opportunity of facilitating and broadening this program as a part of the overall STEP project, and the opportunity to use STEP personnel who were already experienced and competent in the area of working for better education for "educationally deprived" persons.

Again, the cooperative effort toward building a total educational opportunities program in Marin City was of vital importance. The Tamalpais Union High School District had written a proposal called "Operation Break Through" which covered many of the elements which were cut out of STEP's original proposal. Immediately STEP and the Tamalpais Union High School District personnel began joint planning to develop a joint educational center in Marin City, including utilizing the two budgets, personnel, facilities, equipment, etc.

The Marin City Services District, whose personnel had already been cooperating with us, approved a request for housing of the Center and made available the Rosa Building which is in the heart of Marin City. This old building was then renovated by the Services District, and the Tamalpais Union High School District and STEP personnel worked together to clean, paint, prepare and furnish the building for operation. This was done during the 1968 summer.

While this joint effort was in progress, the STEP Community Educational Services program was already beginning its educational and adult leadership activities. The Parents Group was:

a. Organizing and participating in the joint effort.

b. Holding planning meetings.

c. Embarking on a recruitment program to enlist more adults:

   (1) They talked with other parents about the program and invited them to participate;
   (2) They held a dinner at the Manzanita Community Center for interested adults;
   (3) The Community Workers continued their efforts to enlist new participants.

d. The adults were becoming involved in a reading program in which they selected books (black literature on history, culture, etc.), read these books, made recommendations as to whether they should or should not be purchased for the Education Center Library, began preparing a list for purchase. This activity not only widened the knowledge horizon of these parents but gave them responsibility and leadership roles.

e. These adults also began gathering topics they felt Marin City adults would like to have presented and discussed in the coming evening educational sessions that were planned as a part of this program. Some of the topics proposed to date are sessions on home budgeting, with a home economist; sessions on how to successfully go about seeking employment, with a representative from the California State Employment Office; sessions on local, state, and national government and how each affects Marin City residents; sessions on child growth and development; etc. These types of sessions are to begin in the Fall.

This is the part of the STEP program which emphasizes direct involvement of parents in the education of their children and of adults in their own self improvement through educational activities. As the participants realize the personal benefit they can reap in their day-to-day living and in their aspirations through such practical educational activities, enthusiasm for and involvement in the program grows.

## 4. Cooperative Effort Toward Young Adult Involvement and Leadership in Community Educational Activities

During the 1968 summer, students worked directly in the community in various activities.

a. STEP New Careers students worked in the Manzanita Community Center as: recreational leaders; teacher of a sewing class; teacher in art activities; etc., and also in a boys' camp.

b. Some of the students recruited and enrolled in the STEP 1968-69 Teacher Education program began a pre-academic work study program. Of these, two black male students worked in the Manzanita Community Center in Marin City as recreational coordinators.

c. One STEP student, black, male, who had just completed the STEP program, remained to be the Director of a special creative arts project in the community; another STEP student worked with him. This was a new project, much needed, and was quite a success. A copy of information on this project is included in the Appendix.

d. Some high school students from the Tamalpais Union High School District served as aides in the joint Sausalito-Mill Valley summer session.

e. STEP cooperated with the Marin County Neighborhood Youth Organization in placing other students in jobs through E.O.C. and other agencies; some of these were in community-oriented activities.

## 5. Community Worker Activities

A very important factor in STEP's developing contact and involvement in the community is the contribution of the two community workers.

At the beginning of the STEP program in February 1966, the time and attention given to the community was largely that of communication through public media. By September 1966, this had been expanded to include more of a community relations program, and two part-time community workers were employed to help STEP contact and involve parents in the academic counselor program, a tutorial-type program of one-to-one relationship of children referred to STEP students for special help. At this time, STEP attempted to get into the homes and encourage parent cooperation. This proved to be very difficult, and pointed to a great need in the realm of community work, especially in Marin City.

However, these two community workers, both black and both long-time residents of Marin City, were concerned and committed and so persevered in their work -- with telephone calls, home visits, catching parents at the community store and on the sidewalks, and making contacts through participation in community functions. By the 1967-68 year, these two persons had become fairly well known as to their community work. Then, with a New Careers program, the organization of the parents group, the beginning of a cooperative effort of other Marin City agencies with STEP, these community workers became very effective in their work and leadership roles. Some of their activities included:

a. Participating in the planning of STEP school-community activities. For example: helping plan the proposal for Title I.

b. Interpreting STEP and STEP-school activities to the community.

c. Encouraging parents to participate in school and educational activities.

d. Discussing with parents and other community persons the importance of education and the need for parents to encourage their children toward good study habits, attendance, etc.

e. Attending community functions and interpreting community feelings and needs to STEP-school personnel.

f. Participating actively in the Parents Organization -- helping in its development, its drive for new members; getting out communications; telephone reminders; serving on its committees; helping other members to become more effective.

g. In the special adult education program -- helping get the Education Center ready, helping the Tamalpais Union High School District new community workers get started, visiting various places to check them as resources for the adult educational activities (such as Negro Historical and Cultural Society), facilitating the reading and book recommendation activities and leading in setting up a small library with emphasis on black literature.

h. Keeping in close contact with New Careers students and their parents to keep the channels of communications open.

i. Participating in the writing and distributing of a STEP Newsletter to the Marin City Community (see example in Appendix).

j. Contributing to STEP instructional program. For example, giving first-hand information to STEP students about the community from which their classroom children come.

k. Participating in out-of-the-area conferences or special activities and feeding back information. For example, Black Today Symposium at San Francisco State College; Poor People's campaign in Resurrection City.

l. Participating in evaluating STEP's progress in its community educational program.

At the close of the spring semester, the leader in New Careers and Community liaison left STEP to become the Director of another project. Therefore, in late spring STEP sought another leader and was fortunate to secure a highly qualified person who had been reared in Marin City and was returning there to reside. This person became a coordinator of the STEP Community Educational Services (CES). This addition to the STEP staff made it possible for an even closer relationship with Marin City residents. This coordinator carried through both the New Careers program and the CES program during the 1968 summer. Near the end of the summer another highly qualified person was added to the staff, a black male who could give of his knowledge and experience to the New Careers students and to the STEP graduate students in the instructional area of Educational Sociology. This combination offered both the female and male leadership qualities and also tied the CES program closer to the STEP Teacher Education program.

Because of the progress to date, the qualified personnel, the cooperative planning and follow-through, and the sincere commitment to this kind of Community Educational Services program, the expectations for the 1968-69 year are very high. STEP believes that if education is to reach its goals, it must involve all the elements that "make it or break it" -- the faculty that teaches teachers how to teach; the classroom teachers who are already teaching children; the students who are preparing to teach; the pupils who are the recipients; and the community, the homes and parents, who often influence what, how little or how much, these pupils learn and how they use what they learn.

6. Proposed Program for 1968-69

The inroads made in the STEP community this past year and the change in attitude, interest, and action on the part of both school and community people, has underscored STEP's belief in the importance of the community to education. Because of this, STEP is committed to working even harder in this area. As a result, following are some of the projections for expansion in this endeavor for 1968-69:

a. Greater participation of STEP personnel in the Community Educational Services program.

b. Greater emphasis for STEP students on the community and the pupils' home and community environment: closer contact and work relationship of STEP Teacher Candidates and New Careers students. For example: more STEP students will tutor New Careers students to help them succeed in college; on the planning boards are one or two weekends at a STEP personnel member's family ranch so that STEP faculty, graduate students and New Careers students may be able to know and understand each other on a personal and social basis in a relaxed atmosphere; STEP students will have a planned exploration time of at least one full day for each of the community areas in which STEP is involved, with specific kinds of questions and experiences to explore.

c. A more comprehensive and cooperative program in Marin City, made possible because of additional funds from Title I Higher Education Act for this particular project.

In the past, the different educational institutions working with Marin City youth -- Tamalpais Union High School District, College of Marin, and STEP (which includes both San Francisco State College and the Sausalito School District) -- have had separate interests or programs in

Marin City. This has resulted in piecemeal and sometimes competitive attempts to offer Marin City children better educational opportunities. The results have not been satisfactory because there was some overlapping of efforts and quite a few gaps. Also, not one of these institutions alone had the personnel, the funds or the facilities for a really effective program.

Yet, we all had a common goal -- to help Marin City youth toward better educational opportunities. Realizing this, we joined together in a cooperative program and planned to combine all our resources and energy to reach this common goal.

We cannot do this alone, no matter how willing we are or how hard we work. The most important factor for success is the active cooperation of Marin City parents. It is our feeling that if anything really worthwhile and lasting is to come of this, the Marin City people will have to take some leadership and be willing to give a great deal of planning and work time.

Each of the four institutions mentioned has been working on plans or proposals which would provide particular services. The combining of these services and funds will make it possible to establish and operate an educational center in Marin City which could offer the following:

(1) A Counseling Program

This program would include a counselor from the elementary school level, a counselor from the high school level, a counselor from the junior college level, a counselor from the four-year college level, a job opportunity counselor, and a psychologist or counselor who works with personal problems. The counselors would work with persons on an individual basis or with small groups who have similar questions or problems. For example: if the problem concerned the whole family or a part of the family, the counselor would talk with the family together; if four or five high school students were concerned about what kind of courses they should take in high school for a particular job choice, the job opportunity counselor and high school level counselor might both meet with the group. If five or six parents wanted to finish requirements for a high school diploma but could not go back to high school because of their work hours, the high school and the junior college counselors together might be able to arrange something.

The goal of the counseling program is to bring problems out into the open and try to do something about them.

(2) A Study Program

This would have four major areas of activity:

(a) A tutoring program for young people -- on an individual or small group basis, as needed. This would include after-school tutoring and small group sessions between the regular school year and the summer session. It is planned that high school students, junior college students, STEP Teacher Assistants, and STEP New Careers students would participate in the tutoring. Not only would tutoring be available for elementary school students, but also for high school students and college students.

(b) A quiet area to study at night, with supervision, for young people who have no place in the home to concentrate on studying.

(c) Educational sessions for adults, on a regular meeting basis. These sessions would be on subjects the participants themselves would recommend for discussion. A team or committee made up of representatives of the educational institutions and representatives of the participants would find discussion leaders "from the field" -- those actually involved in the subject to be discussed. Examples of possible subjects: budgeting, buying, family planning, voting, etc.

(d) Interest-centered educational sessions open to all on a voluntary basis. Speakers or performers would be selected by a team or committee. These sessions might include art, music, what there is to see around you, drama, etc.

(3) Educational Field Trips or Tours

These may be planned for groups by ages, by interest, by needs. They would be planned by a representative team or committee with the idea of broadening the horizon -- giving people a chance to see and do things they might not be able to as individuals. Example trips might be to see jobs in action such as *O.I.C., shipyards, bank, etc.*, or to educational institutions such as College of Marin, San Francisco State College, to a ranch or dairy, or to cultural activities such as a play or a musical -- always with some educational preparation for the trip and with an educational follow-up.

(4) Work-Study Programs for Higher Education

(a) A cooperative program involving Tamalpais Union High School, College of Marin, and San Francisco State College (through STEP). This program offers an opportunity for students to enter College of Marin and, after the first or second year there, to go on to San Francisco State College -- or to go directly to San Francisco State College -- whichever the counselors and/or screening committee feels is best for the student at the time.

(b) Activity programs specifically for girls. In the past, there have never been any planned activities for girls, especially those of high school age. There will be an emphasis on developing activities for these girls, such as sewing, cooking and recreational activities.

(5) Special Courses for Adults

These courses will be for credit, either toward the high school diploma or for college credit at the College of Marin. These will worked out by Tamalpais Union High School District and College of Marin representatives to best fit the needs of those adults who show a real interest in continuing their formal education.

(6) Activity Programs

Special activities for groups, especially in the summer, with the object of helping people use their time well. In the summer this could include activities such as a drama group who would produce their own plays, or art activities. It is hoped that some of these activities could be in conjunction with those involved in the new Community Center and through use of the Community Center space. This part of the total program is to fill any gap in educational/ recreation activities not provided at the new Community Center.

(7) A Multipurpose Library Facility

This library would contain books, programmed sets, records, puzzles, games, toys, etc. -- materials that could be both educational and enjoyable. The four institutions involved would begin the library and be responsible for its operation; however, it is expected that most of the materials will be donated by various organizations and businesses. This material would be geared to the interests and needs of the black community.

(8) Group Organizations

(a) An adult leadership organization -- we hope that the present STEP Parents Organization will act as a core group to lead, coordinate and work in all the above discussed educational center activities and help develop any other needed activities.

(b) Young adult leadership organizations -- we hope that the present STEP New Careers students, College of Marin students and Tamalpais Union High School students will form a leadership group to help organize and operate some of the educational center activities.

d. More interaction between Marin City and the Sausalito, Mill Valley community (see memo in Appendix).

e. An expansion of the CES into the Western Addition in San Francisco. STEP will be working with five schools in this large target area community in its expanded program with the San Francisco Unified School District. Plans are already underway for developing a community-STEP-schools relationship there. A highly qualified black male will be the coordinator of this endeavor. This person is also the STEP instructor in Educational Sociology, and works with CES coordinator of the Marin County area; in addition the STEP supervisors of students during direct experience in the classroom in the San Francisco Unified School District will be working with this person to get this expanded CES program underway. Also, two part-time community workers will be recruited from this community area to work with these persons and in a direct home contact. STEP realizes that this will not be easy; therefore there is a concentrated cooperative effort on the part of all STEP personnel working in the San Francisco Unified School District.

f. An effort to bring other agencies working in these communities into a cooperative working relationship with STEP. Already in the Marin County area, this is underway with such agencies as Boys' Club, Volunteer Services Bureau, Marin County Community Services District, E.O.C., State Employment Office, Arts and Crafts persons from Sausalito, Marin County Neighborhood Youth Organization. The STEP personnel working in the Western Addition will be attempting to develop this same kind of cooperative relationship.

g. More direct participation of parents in school planning and operation. For example: (1) in the STEP NDEA Curriculum Development Institute which included teams from Sausalito District with some Mill Valley representatives, from Tamalpais Union High School District and from San Francisco Unified School District, there was at least one community representative on each team. These representatives help to plan curriculum, try units out in the classroom and produce units to be used during the 1968-69 school year. They are continuing in this activtty throughout the school year. This proved to be a very valuable experience for both the school representatives on the teams and the community representatives; (2) at different times community persons in various roles come into the classrooms of the STEP program and talk with STEP students; (3) community representatives meet directly with persons from state and national funding operations to give them ideas on STEP's activities; (4) during the summer of 1968, the joint Sausalito-Mill Valley summer school employed teacher aides directly from the community; (5) at the Sausalito School District pre-school teacher orientation sessions, a panel of community members discussed with the classroom teachers about their perceptions, concerns, and recommendations concerning the teaching of children in the classroom (copies of a list of comments are available). There was very valuable give and take and learning in this session.

h. An effort to get over to schools of education, school districts, and project funding agencies the importance of this kind of community services and involvement toward changing education to meet the needs of these changing times.

# F. SUMMARY

## SUMMARY

A general description of the STEP program included in the Background section of this report gives a brief summary of the 1967-68 program. The purpose of this summary is to show:

I. changes, additions and expansions in the 1967-68 program, the results of these, and, based on the results, some recommendations for the 1968-69 program;

II. a graphic representation of persons and numbers of persons involved in or directly influenced by the STEP program in 1967-68;

III. a list of instructional packages developed by STEP which are produced and available for use;

IV. a projection into the 1968-69 year;

V. a projection beyond the 1968-69 year.

I. Following are some changes and/or additions for the 1967-68 year:

A. Recruitment of STEP Students

1. Addition: A second interview by a psychologist/counselor.
Result: This "in depth" interview by a professional psychologist/counselor gave greater insight into personality, ideas, stability, etc., which aided selection.
Recommendation: That this be continued, with clearly defined areas to be covered and more interview time, in order to move the student from intellectualizing to being more open in his ideas and feelings.

2. Change: A selection committee rather than decision by director alone.
Result: a. A committee representing the different operation areas of the STEP program reviewed applications, autobiographies, first interview data, and the second interview data. This group analysis provided more questions and opinions and, in some cases, led to a third interview of the student.
b. Offered more basis for evaluation and research.
Recommendation: That the committee approach for selection continue.

3. Expansion: More emphasis on recruiting minority group students.
Results: Still could find only one minority group student (black) from San Francisco State College program.
Recommendation:
a. Expand recruitment of minority group students to other colleges and universities.

b. Expand, if possible, the "New Careers" program to try to get more minority group students who might become teachers into and through college and into credential programs.

**B. Area of Curriculum and Instruction**

1. Change: From a three semester program to a full year program.

Result:

a. Does give more accurate perception of teacher role in school year calendar.

b. Allows flexibility in selecting classrooms for direct experience.

c. Could place all students in teaching jobs at end of summer session, whereas had difficulty placing them at mid-year.

d. One year is not sufficient to prepare teachers adequately for the ghetto or desegregated classroom. Had same feeling about three semesters.

e. Such a concentrated program does not give students enough time for personal and small group interaction.

f. STEP students tend to have a very high expectation level and so feel they need "more time" to perform tasks that can give them feeling of success and competency.

Recommendation: Have one full year of preparatory program, then one full year of intern or modification of intern program.

2. Expansion: Expansion into Raphael Weill School, San Francisco Unified School District, in Western Addition, urban target area setting.

Result:

a. Gave students firsthand valuable experience in an urban target area school.

b. Gave students understanding of need to adjust to different kinds of school systems.

c. Provided additional classrooms and classroom supervising teachers for direct experience program, helped alleviate previous overcrowding of students in Sausalito School District.

d. Offered students more black models in classroom teaching.

e. Expanded student understanding of differences in pupils from different environments.

f. Difficulties in breaking into a large, traditional, complex school district.

g. Some students felt that the San Francisco school environment was not flexible enough for more creativity on their part.

(Note: The negative factors in the results were primarily administrative; for the students' growth, the factors were quite positive.)

Recommendation: Expand even more into SFUSD. Attempt to get into more schools in the Western Addition. Develop an in-service program to overcome some of the problems. Develop a community program to help in innovative goals and give STEP support.

3. **Change:** An experiment in an intern program (a pair of teachers in a Sausalito school; a pair of teachers in Raphael Weill School).

**Results:**

a. These interns had completed only two semesters of the then three semester program and without the third semester student teaching phase, were not ready for full control of the classroom.

b. These interns were in pairs (2 in a Sausalito school and 2 in a San Francisco school) in the classroom; the pair approach allowed for more cooperative planning, more support, opportunity for greater variety of activities in the classroom.

c. All four interns had experience only in the suburban desegregated classrooms in Sausalito. The two who were placed as interns in a Sausalito school had a more direct transfer and could cope with the situation better.

d. The two interns who were placed as a pair in a San Francisco target area school had no previous urban target area school experience and found it very difficult; one of this pair could not cope and had to be replaced with another STEP student.

e. The year of internship for the final four teachers gave them a better base for being more effective regular teachers in a desegregated classroom.

f. All four of the interns were offered positions in the districts in which they were interns; three will be teaching next year in the same schools in which they were interns.

g. The intern program pointed up need for a transitional year of a modified intern experience after the preparatory year, with continued small group instructional conferences and reinforcement from STEP supervisors.

**Recommendation:**

a. That a modified intern program should come after the full year of preparation and should have the intermittent small group instructional sessions and a heavy amount of supervisor time for observation, demonstration, evaluation.

b. Interns should be placed in school settings in which they have had previous direct experience during the preparatory year.

4. **Change:** To instructional "strands" instead of instructional "blocks."

**Result:**

a. Offered opportunity to teach professional courses concurrently.

b. More correlation among instruction areas such as language arts, social studies, math, educational psychology, educational sociology.

c. Allowed for continuous instruction throughout the year. Although instructional time was more concentrated during the first semester, it continued intermittently throughout the teacher assistant and student teaching; this was found to be very valuable.

d. Offered greater opportunity for closer relation of instruction and direct experience, and so made instruction more meaningful.

e. Allowed for more small group participation which students felt to be very valuable; still had the criticism that there was not enough time for more of the small group instruction by supervisors.

Recommendation: STEP found this change to be very valuable and this will be continued in 1968-69 with more clearly defined sequence and relationship and, if time allows, more small group instructional sessions.

5. Change: Experiment during second semester of emphasis in educational sociology on teacher attitudes and problems as to race factors by joint session of New Careers students (all black) and STEP students (primarily white).

Results:
a. Was not planned well enough at offset, went into experiment too hurriedly, without clearly defined objectives and activities.
b. New Careers students did not feel that these kinds of sessions were beneficial to them, felt as if they were being "used" to help the other students.
c. STEP students were not "ready" for this, felt first sessions were too structured, gave black leader of first sessions a "hard time."
d. Did not stick to original objectives, made changes STEP students thought they wanted; STEP students didn't follow through on their own changes.
e. Despite difficulties in executing this particular way of getting at these problems and perhaps even because of attitudes that manifest themselves in this particular failure, it became clear that this emphasis on race problems was extremely important.

Recommendation: STEP should include this emphasis in the 1968-69 year in educational sociology with a clearly defined structure and with a black leader throughout.

6. Expansion: Additional use of video tapes as a technique in teaching teacher candidates.

Result:
a. A program for taping different kinds of sessions in the instructional and direct experience areas was planned.
b. Video tapes of instruction sessions were made, edited and put into package form for use in the 1968-69 year.
c. Video taping became more a part of the regular instructional program, not only in providing instructional packages but also in actual use of video tapes as a teaching technique.
d. This accent on video tapes in the instructional use provided a more adequate means of feedback to students.

**Recommendation:**

a. That video tape packages be used directly in the instructional sessions with STEP students in 1968-69 and, as time allows, with the in-service program.
b. Continue making instructional packages.

C. Area of Group Counseling

1. Change: Attempt to keep group counseling sessions geared to free expression of problems, anxieties, feelings, etc., of the persons involved rather than allow "gripe sessions" or "intellectualizing."

Results:

a. There was still some intellectualizing in the beginning sessions, but gradually the sessions began to materialize as hoped.
b. The emphasis on the personal pointed to need for more time per session and each group participated in a 12-24 hour marathon. These marathons proved the need for a different kind of group counseling program for 1968-69.
c. Some students were not willing to accept group counseling and so lessened the value of the sessions for those who did and who wanted more openness of expression.
d. The weekly group counseling sessions were too short. By the time free expression was really beginning, the scheduled time for the session would be over. Pointed out need for larger blocks of time.
e. Need for group counseling seemed greater during the student teaching phase.

Recommendation:

a. That group counseling be scheduled during first semester of 1968-69 as encounter group marathons, one about midway of semester and one toward end of semester;
b. That regular group counseling sessions during second semester, when students would be teacher assistants and student teachers, be voluntary and be set in longer hour blocks.

D. Community Educational Services: New Careers

1. Expansion: Recruitment of an additional 15 New Careers students for 1968-69 year.

Results:

a. Increase in parents' hopes that their children might have a chance "to make it."
b. Increase in interest among high school students in continuing their education into college.
c. General increase in community support of STEP.
d. Gave first group of New Careers students more faith that New Careers might be ongoing and that they would have continued help and support throughout their college years.
e. Although both the New Careers students and their parents now have faith in STEP's intentions and commitments, they are concerned about whether or not STEP will have continued funding to carry out these commitments.

**Recommendation:** That STEP recruit an additional 15 New Careers students and continue the supporting program for these two groups.

2. **Addition:** An opportunity for newly selected (spring 1968) students to take special college preparatory courses (communications; counseling) during the summer through College of Marin, E.O.C., and STEP cooperative efforts on a work-study basis.

**Results:** Those students who needed these courses (basis of need -- high school records and personal expression) were placed in this preparatory program and seem at this time to have benefitted a great deal.

**Recommendation:** Continue this aspect of the program and broaden it where needed.

Community Educational Services: Parent/Adult Involvement

3. **Expansion:** Special effort for more direct contact with and involvement of Marin City parents.

**Results:**

a. Organization of an interested and active Marin City Parents Organization.
b. More involvement of STEP personnel and students with Marin City parents and students.
c. A new interest in and emphasis on education in that community; a recognition that education can be an effective way of self and community development.
d. Still some difficulties getting organized educational activities underway but some inroads.
e. Need seen for more opportunity for Marin City parents to be able to express their ideas, feelings, problems with school people.
f. Need seen for some kind of educational sessions for adults in Marin City to develop their ability up to their children's education.
g. Direct participation on the part of the black community in planning school curriculum (i.e., NDEA Institute, summer 1968) and more participation in STEP instructional sessions with the students.
h. Need seen for bridging "the age gap" so parents and students can be supportive of each other in the aspirations and endeavors in education.
i. Need seen for an education center in Marin City, for help in tutoring, counseling, adult education sessions.

E. Evaluation and Research

1. **Expansion:** In addition to continuing the program assessment and instrument development activities initiated in prior years, the Evaluation and Research effort has expanded in four main directions:

(1) Development of an observation system appropriate for use with both student teachers and credentialed teachers (STEPOS);
(2) Studies of the predictive validity of several

student assessment devices;
(3) Assessment of the impact of STEP on pupils;
(4) Follow-up of graduates.

Results: As a result of these efforts, it should be possible during the coming year to obtain meaningful comparisons of STEP-trained teachers with non-STEP teachers in terms of classroom behavior and pupil change. In addition, changes in the selection procedure are possible, such as making use of tests in addition to interviews. It is also planned to involve STEP students more directly in research activities as participants rather than subjects.

Recommendation: Described in detail on pages 56-58 of the Evaluation and Research section, under heading "Proposed Research and Evaluation Activities for 1968-69."

## F. Placement of STEP Graduates

1. Expansion:
   a. Develop communication with school districts in and around the Bay Area which have large percentage of "educationally disadvantaged" pupils in one or more of their schools.
   b. Develop a relationship with these districts as potential employers of STEP graduates.

   Results:
   a. Found these schools, developed communication, exchanged information. These districts, in turn, became interested in STEP graduates and set up time for observations and/or interviews with STEP students interested in teaching in these schools.
   b. Almost all STEP graduates were employed in this group of districts.

   Recommendation: Continue and expand this relationship.

2. Expansion: More emphasis in placing STEP graduates in target area schools.

   Results:
   a. This was done and most 1967-68 STEP graduates are now employed to teach in desegregated classrooms.
   b. A few students who were employed in these districts were not later consigned to schools with large percentage "educationally disadvantaged" pupils, although the STEP graduates had so requested.
   c. Some students took jobs offered too quickly and did not wait for school that might have better suited their preparation.

   Recommendation:
   a. Continue emphasis on placement of STEP graduates in desegregated classrooms but spend more time on trying to get student in particular type of schools best suited to his abilities (i.e., one STEP student may be better suited to suburban desegregated classroom; one may be able to handle Western Addition school but not Hunters Point).

b. Attempt to get districts to commit themselves in placement of STEP graduate in a particular school, grade, etc. before student has to make decision as to employment to insure that STEP graduates are assigned to desegregated classrooms.

## II. Recipients of STEP Program

On the following four pages are bar graphs illustrating the following:

A. Direct Recipients of STEP Program

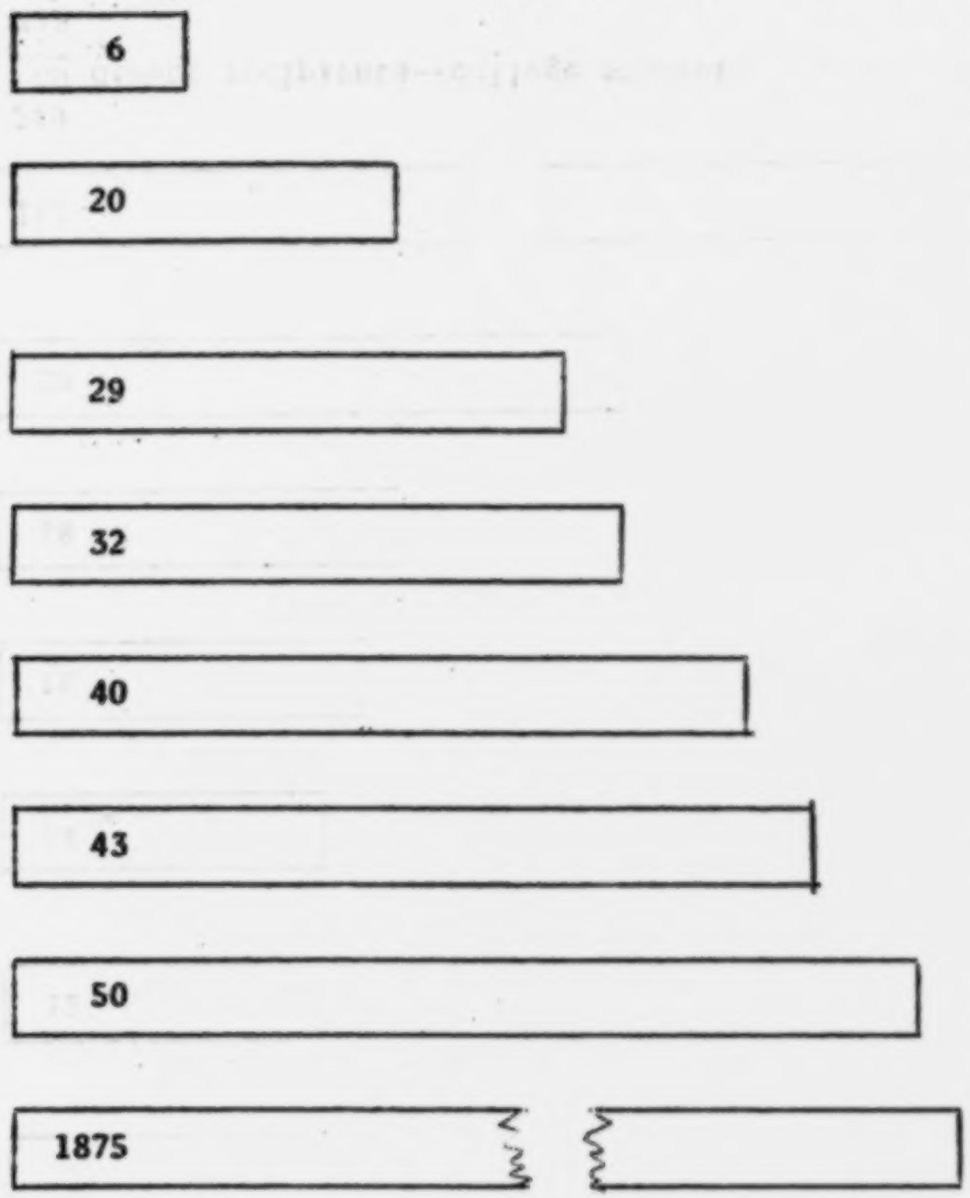
B. Additional Persons Involved and/or Affected by STEP in Its Attempt to Change Teacher Education.

1. At the College level.

2. At the District level.

3. At the Community level.

## DIRECT RECIPIENTS OF STEP PROGRAM



| | |
|---|---|
| 6 | Teachers from Drake and Redwood High Schools in in-service course |
| 20 | Classroom teachers in STEP's special program to train classroom teachers to become effective supervising teachers (Sausalito Schools and Raphael Weill School in San Francisco) |
| 29 | New Careers Students (SFSC students) |
| 32 | Classroom teachers in STEP NDEA Institute program |
| 40 | STEP pre-service teachers (SFSC students) |
| 43 | Additional classroom teachers in STEP in-service program (Sausalito Schools and Raphael Weill School) |
| 50 | Classroom teachers and special services personnel in STEP Secondary in-service courses (from Tamalpais High School) |
| 1875 | Classroom pupils directly under STEP trainees |
| TOTAL 2095 | Persons who are direct recipients of STEP instructional/ in-service/evaluation programs |

**NOTE:** An additional large number of students in classes and counseling under the 50 Tamalpais Union High School District personnel in STEP in-service course would be indirect recipients.

## ADDITIONAL PERSONS INVOLVED AND/OR AFFECTED BY STEP IN ITS ATTEMPT TO CHANGE TEACHER EDUCATION

### A. AT THE COLLEGE LEVEL

| | |
|---|---|
| 7 | President, Vice President, Dean of Academic Affairs Board of Governors Frederic Burk Foundation for Education; etc. (formerly not as directly involved in reviewing programs to change teacher education) |
| 12 | Members of the San Francisco State College-wide Teacher Education Committee made up of representatives from all major instructional areas in the college |
| 14 | School of Education Cabinet made up of the Chairmen of the Departments and Coordinators of Areas |
| 16 | College of Marin faculty and students |
| 18 | STEP faculty personnel |
| 30 | Faculty members in the Department of Elementary Education-School of Education (faculty actually assigned and various Committees which approve the STEP program) |
| 152 | San Francisco State College, 22 faculty members, 50 in-service teachers in graduate courses at San Francisco State College, 80 student teachers (all Secondary School level) |

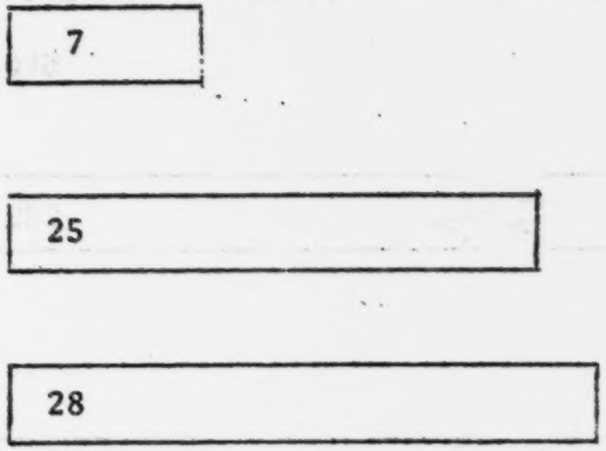
TOTAL 249
Plus 69 direct recipients--college students
GRAND TOTAL 318

NOTE: A large number of San Francisco State College students are affected by STEP through changes in faculty who are part time in STEP or who have been in STEP and have returned to the campus classrooms with many innovations and a vital interest in the education of disadvantaged pupils; additional SFSC faculty, in other disciplines (such as psychology, sociology) are involved with STEP.

B. (Continued next page)

(Continued from Page 2.)

## B. AT THE SCHOOL DISTRICT LEVEL



School District staff: Coordinators of Federal and State Projects, District Superintendent, Assistant Superintendent and principals in Secondary Schools

San Francisco Unified School District, junior high teachers (share in techniques, etc., developed in Tam Hi STEP program)

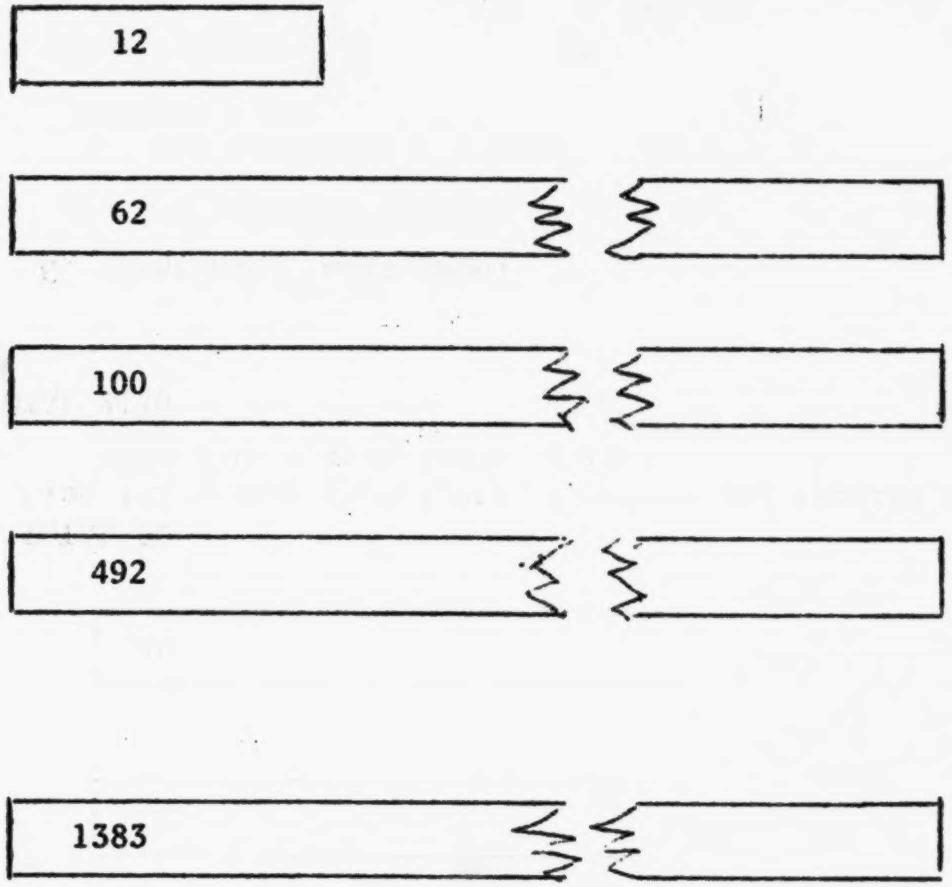
Administrative and Special Services, including Superintendents, Assistant Superintendents, Principals, Vice Principals, Resource Teachers, Guidance Personnel, etc. in Elementary Schools

TOTAL 60
Plus 195 direct recipients, teachers and special services personnel (elementary and secondary levels)
1875 direct recipients, pupils
GRAND TOTAL 2130

C. (Continued, next page)

(Continued from Page 3)

C. AT THE COMMUNITY LEVEL



| | |
|---|---|
| 12 | Marin County Organizations (Voluntary Bureau, Head Start, Neighborhood Youth Organization, Boy's Club, Manzanita Center, etc.) |
| 62 | Sausalito community professional organizations; commercial firms; arts and crafts persons, etc. |
| 100 | Raphael Weill parent/community organizations and individuals directly involved in STEP Community Education Services program |
| 492 | Marin City Parents Groups (already 42 members); other parent participants (100); young adults and children (350). Program (Title I) affecting this group includes: adult education activities; special education activities for young people; tutoring for all age groups; counseling for all age groups (Total potential: 1600) |
| 1383 | Additional parents through direct contact by STEP students through conferences, visitations, etc. and through STEP community workers door-to-door visitations and small group meetings in homes |

TOTAL 2049

| | | |
|---|---|---|
| RECAPITULATION: | Total Direct Recipients | 2080 |
| | Additional Persons Involved: | |
| | At the College Level | 249 |
| | At the District Level | 60 |
| | At the Community Level | 2049 |
| | Total Persons Involved | 4438 |

## III. Material Produced by STEP in 1967-68

### A. Carousel Instructional Packages -- Slide-sound presentations

1. "The Chicken Story," a carousel slide show with accompanying script and tape.

   a. Manzanita School: Kindergarten

   b. STEP Student Teachers: Diana Shuey and Bonnie Wallace

   c. Classroom Teacher: Bea Brown

   d. Carousel Presentation: 15 slides, approximately 15 minutes

   e. Emphasis: The very careful and thorough preparation and early thinking that had to go into the conceptualization and realization of this project. Note the use of materials, equipment, and the amount of information brought to the project.

   f. Sequence:

      (1) Bulletin Board. The Chicken Story. Sequence of black and white photos from the chick to the egg to the chick again.
      (2) and (3) Preparation for chicken series includes salamander egg and fish tank brought in by pupil.
      (4) Bulletin board and incubator. Not close proximity. Also note drawings of embryo stages and calendar.
      (5) Close-up of incubator. Note addition of quail eggs. There is also a brown egg among the white.
      (6) Student teacher showing photographs to pupils.
      (7) Student teacher soliciting responses on The Chicken Story.

(8) Children take turns turning the eggs each morning. Master teacher is always close by.
(9) Close-up of hatching.
(10) Children watch newborn chicks.
(11) Involvement with master teacher. What is she showing them? Note expressions on faces of children.
(12) and (13) Nursery setup. Note coffee-can light, egg shells for first pecking, thermometer and special incubator for hatched quail.
(14) Children may touch gently.
(15) Welcoming visitors.

2. "Bayside Building Model." As new prefab unit, replacing present building, goes up, the children build a model school from the master plans. They put up the walls, as the real model goes up, make furniture, etc.

a. Bayside School: Grade 1

b. STEP Student Teachers: Jeanne Rousseau, Wendy Ward, and Susan Alexander

c. Entire school participation.

d. Carousel Presentation: 25 slides (23 black and white, 2 color), approximately 20 minutes.

e. General Statement: New Bayside building in black and white and color slides -- for carousel projector with accompanying script and/or tape. First grade children construct model of new Bayside School from scaled plans worked out by Student Teachers Jeanne Rousseau, Susan Alexander and Wendy Ward.

f. Sequence: approximately 24 slides, b&w and color, arranged generally as follows:

| | |
|---|---|
| 1 | old building |
| 2 | student teachers drawing up plans (b&w) |
| 3 -12 | children sawing, gluing, hammering, making furniture, etc. |
| 13-14 | children on hillside watching as actual building rises on site |
| 15-25 | color series of finished model being installed in courtyard of new Bayside School. Children voluntarily participating in final stages. |
| 26 | new building (in color) |

g. Suggested ideas to be included in accompanying discussion:

(1) Planning: How unit got started. Objectives; student teacher participation; materials; financing, etc. How integrated with regular classroom work. How many children and classes participated.
(2) Cooperation: Children taking turns sawing and blowing away sawdust. (Slides 2 and 3)

(3) Demonstrating: Student teacher working with children in group. Children working together alone. (Slides 4 and 5)
(4) Learning from each other. Note incorrect handling of hammer. Any point to make here? (Slides 7 and 8)
(5) Critical incident: How did it happen? How serious is it? Could it have been avoided?
(6) Watching building go up: Entire school participates through observation.
(7) Model completed: Color series. Putting in furniture. What was accomplished and/or how did end product match with original objectives?

3. "Wild Animals," a carousel slide presentation, with accompanying script and tape, on unit on combined Science and Language Arts unit on wild animals.

   a. Raphael Weill School: 2nd Grade

   b. STEP Student Teacher: Anita Meier

   c. Classroom Teacher: Mrs. Linda Pierce

   d. Carousel presentation: Approximately 39 b&w and color slides, approximately 20 minutes

   e. Emphasis: These slides show clearly at least nine different ways in which the Student Teacher presented the subject matter to the pupils, using bulletin boards, solicitation and response, film strip, living things, black-and-white photographs, music and body movement, writing out the children's suggestions, a bus ride and final trip to the Knowland Zoo -- which ended in a free-play period in a delightful playground.

   f. Sequence:
      1 Children have named wild animals; now Anita reviews with them on tagboard
      2. Bulletin board "If I Could Talk to the Animals..."
      3 Response of child
      4 Film strip showing
      5 Response
      6 Some fish have just hatched. A surprise!
      7 Breakdown. What happened?
      8 Using b&w photographs
      9 Music and walking elephants
      10 Breakdown in transition
      11 Preparation for trip. How many ways can we [illegible]
      12 Bus ride
      13-39 Color slides of children and animals at the zoo

4. "Up the Down Slide," a carousel on role playing

   a. Central School: Grade 3

   b. STEP Interns: Jackie Dennis and Helena Richardson

   c. Carousel Presentation: A series of selected slides with accompanying discussion by the two STEP interns.

   d. Discussion with slides includes the following:

      (1) Child enters classroom from playground - near tears.
         (a) Class discusses the event. Some children tease. Boy cries.
         (b) Unanticipated remarks not related to projected role-playing event. Teacher must make decision.
      (2) Teacher introduces photograph related to actual incident in playground.
      (3) Small child acts out role of bully (short sequence)
         (a) Reversal of life-roles here?
         (b) New interpretation of photograph. Bully becomes helper.
      (4) Boy who cried now acts out role of bully (short sequence)
      (5) He now reverses his role and becomes child who is bullied (short sequence). A close relationship now begins between this child and another.
      (6) Child who won't back down from her position.
         (a) Children recreate school situation.
         (b) Impasse. Alternatives?
      (7) Side games. Children pantomime going down slide while #6 confrontation is going on. Positive activity. Also could become negative -- like pile-up.
      (8) Children return to seats and begin to write about the up-the-down-slide experience.

5. "Congressional Meeting on Women's Right to Vote," role playing used very effectively in a civics unit.

   a. Martin Luther King School: Grade 8

   b. STEP Student Teacher: Roscoe Blount

   c. Classroom Teacher: Mrs. Adele Larson

   d. Slide presentation: 34 black and white slides, approximately 25 min.

   e. Comments on settings and sequences

      (1) Setting: Preparation for Congressional Meeting. Regular classroom hour. Normal seating arrangement. Subject: Argument and vote on "Right of Women to Vote." (Note: not "Woman Suffrage") Assignment in civics text.
         (a) Pre-classroom preparation of teacher. Note boardwork (174-15A) with brief explanation. Involvement of teacher in presenting his plan (174-19A). See expressiveness and non-verbal

communication. Relation of Student Teacher to Master Teacher (174-19A) in preparation for classwork.

(b) Student response to subject matter, homework, presentation. Pick up on 4-5 students with reference to later photos showing "behavior change."

Attention getter
Blonde girl
Sleeper (2 prints, 174-35A - 174-36A)
Boy left front

These pictures, and the information on the blackboard, indicate that the Student Teacher is aware of the personalities of individual students and casts them in roles that can, perhaps, make positive use of their specific needs and/or abilities.

(2) Meeting of Congress. Next Civics hour. Room pre-arranged. One half was the House of Representatives and the other half, the Senate. Note blackboard (176-23) for review of class assignment, and roles assigned to individual students. (Also note in later slides, use of name plates and locations of the Representatives and Senators.)

(a) 176-10 and 176-11. Boy's opening speech.
(b) Representative with cigarette and holder, also shows participation of pupils. (176-22A)
(c) Lady Senator from Boston speaks (177-10). Pro: Another shot of blonde girl (176-5). Preceded with sign; and shot of full Senate. (176-7 and 177-12).
(d) Series beginning with Senator from Jacksonville. Con: He'll filibuster later. (176-18)
(e) Debate series of 3. (176-25) (177-26) (177-28)
(f) Sergeant at Arms removes noisy lady (resident teacher) from gallery. Series of 6. Note not only the action, but the role assigned, and student's attitude toward teacher. Compare picture taken in previous class period (sleeper) with glee in banging of the gavel and action taken, as Sergeant at Arms. Pictures: (176-14, 181-21, 22, 23, 24, and 182-6)
(f) Continuing debate (comment regarding amendment - not anticipated by Student Teacher. How handled?)
(h) Women's Right to Vote passes.

177-35, 177-22, 177-23 -- Stop filibuster
177-32, 177-33

181-17, 181-12, 181-26A -- Rebuttal

182-7, 181-5 -- Pros have it!

6. "Bulletin Boards," expanding carousel slide series on effective and ineffective bulletin boards to be used as an instructional package with teacher candidates to show them how to prepare their own bulletin boards.

7. "Room Environment," an expanding carousel slide series to be used to help teachers or teacher candidates to understand and bring about effective room environment. This series can be used separately or in conjunction with the "Bulletin Boards" series.

8. "An Excellent Student Teacher 'Flubs' a Lesson and Talks About Why," a carousel slide series of 24 slides.

## B. Publications by STEP Students

Although STEP students developed and used a number of creative units during their student teaching in Spring 1968, most of these are not in a reproduced form. Therefore only a few of the student creative efforts are listed below:

1. Language Arts

   Use of choral poems for ITA reading practice

2. Science

   a. Cooperative follow-up of Aquarium trip in the form of a booklet of the children's post-trip reactions -- recorded, written and illustrated by three STEP Student Teachers.

   b. Use of dance-drama movements to create the growth of a plant from a seed.

   c. Science unit in which four teams of pupils observed and recorded changes in the development of mold in Petri dishes according to varying conditions. The functions of the team members were assigned from diagnosis of individual abilities.

3. Math

   Individual programmed Math exercises, kept in individual folders, and done at individual rates.

4. Social Studies

   a. Pupils were paired to draw the outline of one another on butcher paper. Each child worked on his own outline, drawing it in an appropriate color. From list of adjectives, children selected those appropriate for themselves and wrote them in on the body outline. From sensory experiences they selected words of these impressions. They illustrated these qualities, with the end product a verbal and non-verbal picture of their "self."

   b. Student Teacher researched, wrote and presented materials of Negro history in America in the mid-nineteenth century.

   c. Student Teacher prepared and taught sequence of experience in black culture: included pupil-made collage, visit to an art gallery of black artists' works, and rock records of black performers, to stimulate pupil awareness and positive, creative response to black art.

## C. Video Instructional Packages

Reel I: Underactive and Overactive Children - Grouping Problems
II: A. Classroom Control
B. Critical Incidents

Reel III: Procedures, instructions. Directions. How effective.
IV: Good Content. Examples.
V: Dramatizations.
VI: A. Personal Style
B. Master Teacher as Student Teacher
VIII: Teaching Styles and Handling Discipline Problems.
IX: Teaching Mathematics to Seventh and Eighth Grades.
X: What Happens When No One is in Control.
XI: An Approach to Third Grade Negro History.
XII: Third Grade Language Arts.
XIII: A Demonstration Lesson for Seventh Grade Language Arts.
XIV: A Coping Analysis for Educational Settings (Cases).
XV: An Approach to Team Teaching (Interns).
XVI: Language of the Classroom.
XVII: Children Teaching Children.
XVIII: Bill Hughes' Seven Points of Teaching.
XIX: Creative Arts by a Third Grade.
XX: A Fifteen Minute Tape on STEP by KQED (Channel 9).

D. Materials Developed in NDEA Curriculum Development Institute ... In-Service Program

1. Title: The actions of a people are influenced by the values which they hold.
   Pages: 20 plus Appendix
   Grade: 7

2. Title: People of a hunting society are dependent upon their immediate environment and their own skills even though modern influences are changing their lives; people of an industrialized society use the skills of others and are much less directly dependent on their environment.
   Pages: 15
   Grade: 3

3. Title: All men possess power in some degree which in turn affects how they view themselves and their environment and how they interact.
   Pages: 5
   Grade: 7

4. Title: Many factors contribute to the development of a way of life.
   Pages: 140
   Grade: 5

5. Title: Many factors contribute to the development of a way of life.
   Pages: 30 plus Appendix
   Grade: 5

6. Series of mounted pictures from LIFE coverage of Biafra for generalizing about culture of Ibo Tribes.

7. Series of mounted pictures of Newark riots for drawing of generalizations about causes of or reactions to riots.

8. List of Negro scientific contributions/inventions -- for unit on black contributions to American culture.

9. List of sources of information, music, films, etc., on Afro-American culture for including black studies in elementary school curricula.

10. Research on information of life of a Zulu child which could be extended to cover his life to manhood.

### E. Publication

"Rods Book" (title yet to be decided) -- a 63-page photo-essay instructional guide for use of rods in teaching Math. This book was prepared during 1967-68 as a cooperative effort involving STEP Student Teacher Loren Partridge, Classroom Teacher Lucille DePoli, STEP Media Specialist Phiz Mozesson, with consultantship from Joseph Mouille (Principal of Loma Verde School, Novato), and support and guidance of STEP Assistant Director, Elizabeth Titsworth. This guide book is highly visual. There are photos and line drawings illustrating the text on almost every page. The text is simple and clear; most of the text is in brief explanations or in quotes as teacher language to young children.

The content sequence is as follows:

1. Introduction
2. Free Play
3. Directed Games
4. Patterns
5. Pre-Addition
6. Addition
7. Subtraction
8. Factoring
9. Multiplication
10. Division
11. Complex Problem Solving
12. Number Transition
13. Vertical Notation
14. Bases
15. Summary

Since the STEP program has no funds to produce this kind of publication, efforts are now being made to seek publication through commercial sources.

### F. STEP Evaluation Instruments (See following pages)

## STEP EVALUATION INSTRUMENTS

| | Developed by STEP | | Validity Studies | | Manual |
|---|---|---|---|---|---|
| | In Use | InProcess | Done | InProcess | Available |
| **I. Selection** | | | | | |
| **1. Opinion Survey.** Questionnaire providing measures of a) optimistic orientation toward achievement potential of minority pupils and b) tolerance of minority group assertiveness | X | | X | X | X |
| **2. STEP Empathy Flexibility Measure.** Interview procedure using "live" classroom photos as focus. Provides measures of a) empathy and b) flexibility in the teaching role | | X | | X | |
| **3. STEP Close Scale.** Adaptation of "Close" technique to assess adequacy of communication with black, urban pupils | | X | | | |
| **4. Picture Situation Inventory.** Semi-projective test providing measures of a) propensity to control pupils and b) openness to communication with pupils | | | X | X | X |
| **5. Education and Race Relations Questionnaire.** Questionnaire providing measures of "human heartedness" "irrationality against minority groups" and "irrationality toward minority groups"(Tuft's Student Inventory) | | | X | X | |
| **6. California Personality Inventory.** Questionnaire providing measures of 18 personality traits | | | X | X | X |
| **7. Demographic Information Questionnaire.** Form obtaining information re family background, educational history | X | | | | |
| **II. Process (During Training ) (Continued next page)** | | | | | |

16/17

|  | Developed by STEP<br>In Use | <br>InProcess | Validity Studies<br>Done | <br>InProcess | Manual Available |
|---|---|---|---|---|---|
| **II. Process (During Training)** |  |  |  |  |  |
| 1. Observation Schedule. Classroom observation system providing measures of a) techniques used to elicit and maintain pupil attention, b) extent of pupil attention, c) opportunities provided for pupil response, d) extent of pupil response, e) provisions for individual differences, f) provisions for feedback to pupils, g) extent of irrelevant pupil behavior, h) techniques used to handle irrelevant behavior, i) extent of disruptive pupil behavior, j) techniques used to handle disruptive behavior | X |  | X | X | X |
| 2. Pupil Reaction Questionnaire. Provides pupil assessment of teacher or student-teacher on a variety of characteristics | X |  | X | X |  |
| 3. Supervisor Evaluation Forms. Provides supervisor assessment of student teacher on same dimensions as Pupil Reaction Questionnaire | X |  | X | X |  |
| **III. Assessment (On the Job)** |  |  |  |  |  |
| 1. Observation Schedule (see II - 1. above) | X |  |  | X | X |
| 2. STEP Cognitive Battery. Five tests providing measures of a) concept development, b) spatial relations, c) vocabulary, d) reading, e) arithmetic |  |  |  | X | X |
| 3. STEP Self Esteem Scale. Adaptation of questionnaire developed by P. Sears to assess self concept of pupils |  |  |  | X | X |

## IV. Projections for 1968-69

### A. Pre-Service Program

1. Continue the one year program of two semesters and a summer.

2. Enroll 40 teacher candidates.

   a. Divide into two classrooms of 20 each in order to give more opportunit for discussion and student-instructor interaction.

   b. Divide the group of 40 students into small groups of 10 students each for small group instructional sessions.

      (1) Divide these groups in such a way as to have an equal representation among the groups of ethnic minority students.

      (2) Have a full-time supervisor for each group of ten. Their supervisor would then become the person who would conduct the small group sessions, correlate classroom instruction and direct experience and be the person to whom the student could turn consistently for help.

      (3) Try to work out the Teacher Assistantship and Student Teaching programs so that there would be two groups of 10 in the Sausalito schools and two groups of 10 in the San Francisco schools at each phase.

      (4) Rotate so that each group would have direct experience in each of the districts.

      (5) Continue the pairing for direct experience in classroom. The first pairing would be for the Observation/participation phase. From that experience, there should be indications of changes needed for more complementary pairing. Thus, the pairing for the Teacher Assistant phase would represent the first permanent pairing. Should there still be problems in some of the pairs, there would be time to solve these problems prior to the final pairing for the Student Teacher phase.

3. Outline the entire year's program to avoid previous weaknesses and build more heavily on strengths -- all planning based on formal and/or informal evaluations by all concerned (faculty, students, classroom teachers, district personnel, STEP evaluation and research team).

   a. Begin the year with an orientation program which would cover all aspects of the program; include sessions in which community persons from both the Sausalito and San Francisco (Western Addition) areas could give first-hand information about these communities, then have the students go out into these community areas and explore them individually or in pairs along a clearly outlined survey type plan.

b. Follow the orientation by a combination of: (1) full day observations in the classrooms, observing different grade levels, different styles of teaching, different classroom environments, different types of pupil groups, etc.; and (2) beginning instructional sessions. This type of combination is designed to make instruction more meaninfful from the outset.

c. Follow the observation period by concentrated instruction, with co-ordination of each of these areas of instruction (Language Arts, Social Studies, Math, Educational Psychology, Educational Sociology). Supervisor woud cooperate in the instructional strands and be avaliable for leaders or helpers in small group sessions which would follow presentations.

d. By this time it was felt that students would be ready for and need the first marathon Encounter Group sessions under the counseling program.

e. Next would be a half-day session of evaluation in joint meeting of students and faculty. This would be a special meeting to look back over the program to date, to see where the students and faculty are at that moment, and, in the light of this kind of scrutiny, to look at the program projected for the remainder of the semester and year.

f. Have at least 2-3 days for direct preparation for the Teacher Assistant phase.

g. Schedule the teacher assistant phase so that students are in the classrooms for the full day on consecutive days and, if possible, for a minimum of three days per week.

h. Have another marathon Encounter Group.

i. Follow this by another half-day joint evaluation session concerning the Seacher Assistant program.

j. Schedule a block of uninterrupted time for preparation of students directly for the Student Teaching phase.

k. Divide the Student Teaching phase into two blocks of six weeks each in order to allow for flexibility in scheduling and for some students who may not have decided on a definite grade range to have Student Teaching experience in two grade ranges (i.e., an intermediate grade and an upper grade).

l. Schedule a post-student teaching block of two weeks, if time allows, to assess student strengths and weaknesses, offer additional total and/or small group instruction as indicated by this assessment, and then plan for each individual student's summer program.

m. The summer program would be geared to the individual needs of the student under the "contract" method, based upon the positive results of this trial last summer, with some modifications.

n. The closing week(s) of the summer program would then be devoted to: (1) further assessment of individual needs, with help from the supervisors as to what the particular student could do between this time and his first day of class as a regular teacher and also give him guides and resources for building greater effectiveness as a teacher; (2) actual preparation by the student for his first days as a regular classroom teacher. (By this time he will already have his contract and know his school and grade level.)

o. See the following projection for 1968-69. This projection was developed cooperatively by all faculty involved during the summer 1968, and will be reviewed again in early September.

4. Throughout the year's program there will be cooperative planning:

   a. among the instructional, supervisory and administrative staff;
   b. among the above groups, the district and unit school administrators, and the classroom supervising teachers;
   c. among the Educational Sociology instructor, supervisors, community workers, etc., as to community educational services and relations;
   d. with student participation through their selected representatives or through their small group sessions with the supervisors.

5. In addition to scheduled evaluation sessions, there will be opportunity for student evaluation in the different instructional courses, small group sessions, etc., as needed. Also, students will take part in testing and other activities as required for planned evaluation by the Evaluation and Research team.

6. The pre-service program will be closely coordinated with the in-service program and there will be regular meetings of the classroom supervising teacher, STEP supervisor and the pair of students in that classroom.

B. In-Service Program

1. A Continuation Institute involving at least three classrooms for each of four teams in a curriculum development project. This includes regularly scheduled instructional sessions and discussions of use of curriculum materials developed by these teams in the Summer 1968 Institute.

2. Instructional sessions involving the ten teachers from San Francisco Unified School District and the ten teachers from the Sausalito School District who will be classroom Supervising Teachers for STEP students in their direct experience program. These will be divided into four small groups. The groups will be comprised of five classroom teachers, led by the supervisor who works with these teachers in the direct experience program. The emphasis will be on preparing these teachers to become effective supervising classroom teachers for student teachers. There will be meetings of the five teachers, the ten students assigned to these teachers and the STEP supervisor working with these fifteen persons; such meetings will be geared to bring about common objectives, understandings, knowledge about instruction given in the STEP program,etc.

FALL 1968

| | Basic Training | Exploration/Participation Desegregated Classrooms (some balanced, some predominantly minority group) | Formal Instruction | Encounter Groups | Evaluation | Pre-Tchr. Asst. Phase | Christmas Break |
|---|---|---|---|---|---|---|---|
| 8:00 | Sept. 23 - Oct. 4<br>(2 weeks) | Oct. 7 - Nov. 1<br>(4 weeks) | Nov. 4 - Dec. 13<br>(6 weeks) | Dec.14&15<br>(2 days) | Dec. 16<br>(1 day) | Dec.17-19<br>(3 days) | Dec.20 Jan. 5<br>(2 weeks) |
| 8:00<br>10:10 | Community orientation<br>Eval/Research, pre-test<br>Counseling Orientation<br>Media Orientation<br>Expectations: Instructional Personal | Students paired. Supervisors, faculty demonstrate how R.T. and S.T. organize to work with pupils in different patterns for teaching. Prepare for range of pupil abilities and problems -- stress on groupings and individualization for pupils. | 8:00 - 9:50<br>M Math T Math W Soc. Stud.<br>Th Soc. Stud. F A.V.<br>10:10 - 11:50<br>Preparation for T.A. Assignment | Continuous 2 day, 1 night sessions in one place -- small groups of approx. 10 students | | Orientation, discussion, instruction. Preparation for beginning TA phase in the classr'ms with RT's and supervisors | Students will be given reading list from which to select readings according to individual needs. |
| 12:00<br>-1:00 | | | | | | | |
| 3:00 | Emphasis on understanding disadvantaged child<br>(Methods: Information, exploration, role playing) | 1:00-2:50<br>M Math T Reading Lang.Arts W Soc. Studies<br>Th Ed.Psych. F Ed.Soc. | 1:00-2:50<br>M,T,W TBA Th Ed.Psych<br>F Ed. Soc. | | 1:00 - 2:30<br>Psych. | | |
| | | 3:10-4:00<br>Organized work-study groups -- except for joint R.T.-S.T. sessions. | 3:00-4:50 | | | | |
| 4:00 | One instructional session each week. 3 weeks of math, 3 weeks of Reading/Language Arts, 6 weeks of Soc. Studies. Groups made up of 10 students, 5 resident teachers, 1 college supervisor, 1 college instruction, and district curriculum representative. | | | | | | |

* Supervisors will arrange with the classroom teacher for a meeting of the resident teacher, the paired students, and supervisor -- once a week -- probably during PE, music, and/or foreign language blocks.

## SPRING 1969

| Teacher Assistantship Phase | En-cntr. Grps. | Eval. Sess-ions | Stud-ent Break | Pre Stud. Tchg. | Student Teaching | | | | Post Student Teaching | Eval. | Brk. | Summer 1969 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jan. 6-31<br>(4 weeks) | Feb. 1-2<br>(2 da) | Feb. 3<br>(1 da) | Feb. 4-6<br>(3 da) | Feb. 10-21<br>(2wk) | Feb. 24-March 27<br>(6 weeks) | Mar. 28<br>(1da) | Mar. 29-Apr 6<br>(1wk) | April 7-May 16<br>(6 weeks) | May 19-30<br>(2 weeks) | May 31<br>(1 da) | | June 23 - Aug. 1<br>(6 weeks) |
| 8:00-3:00 Students are paired. Scheduled for 4 uninterrupted weeks all day in the classrooms. | 2 days and 1 night, continuous, stay at one place. | Stud. Staff Eval. Sess. | Staff sessions for evaluation of first section of program and for planning of second sessions. | Instruction, work-study and other preparation for student teaching | Student teaching all day in the classroom Mon. thru Thurs - with Friday mornings for Stud. Tchg. Seminar and Friday afternoons for Ed. Psych-Ed. Soc. | Evaluation | Easter Vacation | Student teaching all day in the classroom Tues. through Friday - with Monday mornings for Stud. Tchg. Seminar and Monday afternoons for Ed. Psych-Ed. Soc. | Assessment of student strengths and weaknesses.<br>Instruction in special areas as needed.<br>Preparation for summer "contract" program. | Evaluation - students and staff | B R E A K | Mornings: Work on student-faculty developed "contract." May include Stud. Teaching, Instruction, individual study or any combination of these. |
| 3:00-4:30 Supervisor-students - small group instructional conferences at least once each week. | | | | | 3:00-4:30 Supervisor-students small group instructional conferences at least once each week. | Psych-Soc. | | | | | | Afternoons: Student preparation for first teaching job (AY 1969-70) with help of instructor/supervisor |

* Supervisors will arrange with the classroom teacher for a meeting of the resident teacher, the paired students, and supervisor -- once a week -- probably during PE, music, and/or foreign language blocks.

3. Demonstrations in classrooms by STEP faculty.

4. STEP faculty consultantship to classroom teachers as requested by teachers or school administrators.

C. Placement of STEP Graduates

1. Begin communications with cooperating school dsitricts in January 1969.

2. Begin communications (group sessions, individual sessions, questionnaires, printed information, etc.) in February 1969.

3. Begin scheduling of observations/interviews in March 1969 and continue until all STEP students are placed.

4. Follow up on placements to be sure of actual school and grade assignments.

5. Continued follow-up communication after placement.

6. Continue to work with past groups of graduates on placement (i.e., some students may want to change positions due to husband's job location; difficulty in personality clashes in the school; desire to move into a school with higher percentage "educationally disadvantaged";etc.)

7. Cooperate with Evaluation and Research team in facilitating their evaluation of STEP graduates in their teaching positions.

D. Group Counseling

1. Two marathon encounter sessions beginning one day, continuing overnight and into the following day in an off-campus setting. Students will be in groups of ten, with a professional counselor from San Francisco State College as leader. These sessions will be scheduled in the year calendar at points of time when they are considered to be most needed.

2. Regularly scheduled group counseling sessions during second semester, either weekly or on a bi-weekly basis with longer time blocks. Participation will be voluntary on the part of the students. There will again be four groups, with the same counselors from San Francisco State College as leaders.

E. Community Educational Services

1. New Careers

   a. Continuation of supportive program of New Careers Group I (began Summer 1967) with counseling, program planning, tutoring, and work-study placement for financial aid.

   b. Beginning of academic year program for New Careers Group II (began summer 1968) with program planning, counseling, tutoring, and work-study placement for financial aid.

c. During spring 1969, recruitment of 15 additional New Careers students (Group III) to begin in summer 1969 preparatory work/study program.

(1) Recruitment area will expand into Western Addition in San Francisco the area into which STEP has expanded its program.

(2) One of the criteria for selection will change: from evidenced interest in the helping professions and willingness to consider the teaching field, to evidenced interest in teaching. The expanding of the area for recruitment would allow a restriction of recruitment to students who are at that time already aspiring toward a teaching career.

(3) Students who apply for New Careers but who are undecided about or have another career choice will be counseled into the Special Admissions Program at San Francisco State College or, if it seems better for the student, to College of Marin. It is hoped that STEP or some other program affiliated or cooperating with STEP will be able to give those students not selected for STEP New Careers some guidance and help toward continuing their education.

2. Community Involvement

a. Further development of an effective parent/adult group in Marin City with its goals and activities those of more direct involvement in the education of their children and of themselves.

b. Establishment of a community tie in the Western Addition, with as much STEP-Schools-Community communication, cooperation, and direct involvement as possible. (This need was highly emphasized during the 1967-68 year.)

c. STEP guidance, participation and support of a Title I funded program in Marin City involving the development of an educational center and a planned education program in cooperation with a Tamalpais Union High School District activity. (Copies of this program are available.)

d. Development of more interaction of the black and the white segments of the communities in education endeavors.

e. Community involvement in the regular instructional program in STEP, primarily in Educational Sociology, to foster more STEP student knowledge of and involvement with the communities where the children they will teach live.

f. Continuation of participation of at least one community representative on each of the four teams in the NDEA Institute (In-service -- curriculum development).

F. Evaluation and Research

1. Extensive observation of STEP graduates in their full-time teaching responsibilities.

2. Relating of Teacher Behavior to Pupil Change.

3. Studies of Selection Procedures.

4. Program Assessment on the part of students.

5. Establishment of a more favorable milieu within which to do research and, on the other hand, to involve the STEP students more directly in research activities.

G. Administration

1. Administrative structure

   a. Tighten administrative structure

   b. Clearly define administrative areas of responsibility

   c. Shift administrative burdens directly related to a particular area to the coordinator of that area (i.e., requested visit to classroom directed to Coordinator of Instruction; questions on evaluation instrument development directly to Evaluation and Research Coordinator; STEP graduate questions on problems of placement directly to Assistant Director; etc.)

   d. Redistribute responsibilities among Director and Assistant Director to allow time for each to participate in instruction or some face-to-face ongoing relationship with students.

   e. Seek other funding in fall of 1968 for subsequent years.

      (1) If possible, attempt to fund project under one funding source.

      (2) Make application for continuous funding for five years.

      (3) Seek adequate funding which would include stipends for participants, based on the fact that (a) STEP participants spend full time and carry a very heavy load and do not have time for outside work for remuneration; (b) outside work splits participant's interest and responsibilities and thus lessens his degree of success in STEP; (c) STEP students are on the whole "poor" and must have some financial aid in order to subsist.

2. Personnel

   a. Selection and assignment of criteria as stated in Background section but with closer analysis of the person in relationship to the particular position and to the working relationship of other personnel.

   b. As much as possible, assign personnel to only one area of operation (i.e., to instruction or to supervision or to New Careers or to administration) rather than to have personnel attempting to be effective in too many areas. When not possible to limit to one operation, assign to closely related or complementary areas.

c. Develop specific job descriptions for each personnel member, clearly defining expectations.

d. Provide a sensitivity or encounter group experience for faculty in order to bring about a more effective working relationship (i.e., learn about personal experiences, interests, particular knowledge, etc., of team members for better understanding of personalities and strengths to draw upon), and develop a basic trust among members.

3. STEP-School District Personnel

   a. Develop even more cooperative planning.

   b. Involve qualified school district personnel in STEP instructional sessions in such areas as:

      (1) How curriculum is developed district-wide.

      (2) What specialists (such as psychologists, counselor, nurse, resource teacher, etc.) are usually available in the district, their functions and how they relate to the classroom teacher.

      (3) What is expected of a classroom teacher.

      ...and so on.

   c. Addition of a STEP-SFUSD Instructional Coordinator to facilitate the expansion and operation in the SFUSD schools.

   d. Stipends, if possible, for classroom Supervising Teachers, etc., who spend scheduled additional hours and responsibility due to their participation in the STEP pre-service and in-service program.

4. Participating Schools

   a. Closer tie in planning and facilitating both the pre-service and in-service program.

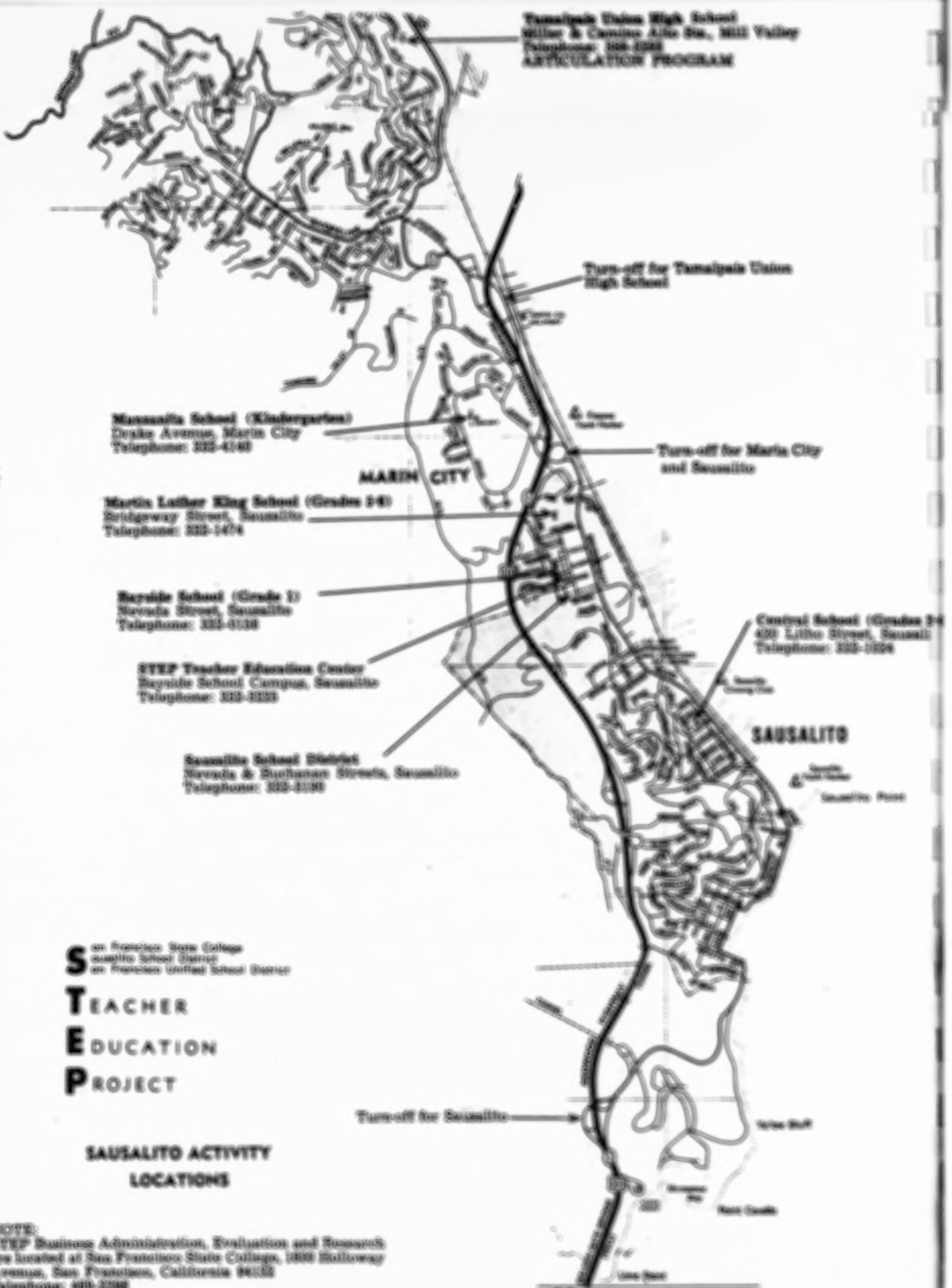
   b. More direct participation of unit school personnel in both pre-service and in-service program (i.e., principals, counselors, resource teachers, etc., as well as classroom teachers will participate in continuation curriculum development program).

   c. Addition of four participating schools in SFUSD, bringing total to five.

5. Operation Centers

   a. Instructional Center in STEP Teacher Education Center in Sausalito.

   b. Direct experience in all Sausalito schools and in five schools in Western Addition, San Francisco (see maps of locations of operation on following pages).



**Tamalpais Union High School**
Miller & Camino Alto Sts., Mill Valley
Telephone: 388-1082
ARTICULATION PROGRAM

Turn-off for Tamalpais Union High School

**Manzanita School (Kindergarten)**
Drake Avenue, Marin City
Telephone: 332-4140

Turn-off for Marin City and Sausalito

**Martin Luther King School (Grades 1-8)**
Bridgeway Street, Sausalito
Telephone: 332-1474

**Bayside School (Grade 1)**
Nevada Street, Sausalito
Telephone: 332-0136

**Central School (Grades 2-**
420 Litho Street, Sausali
Telephone: 332-1024

**STEP Teacher Education Center**
Bayside School Campus, Sausalito
Telephone: 332-3223

**Sausalito School District**
Nevada & Buchanan Streets, Sausalito
Telephone: 332-3190

**S**an Francisco State College
**S**ausalito School District
**S**an Francisco Unified School District
**T**EACHER
**E**DUCATION
**P**ROJECT

Turn-off for Sausalito

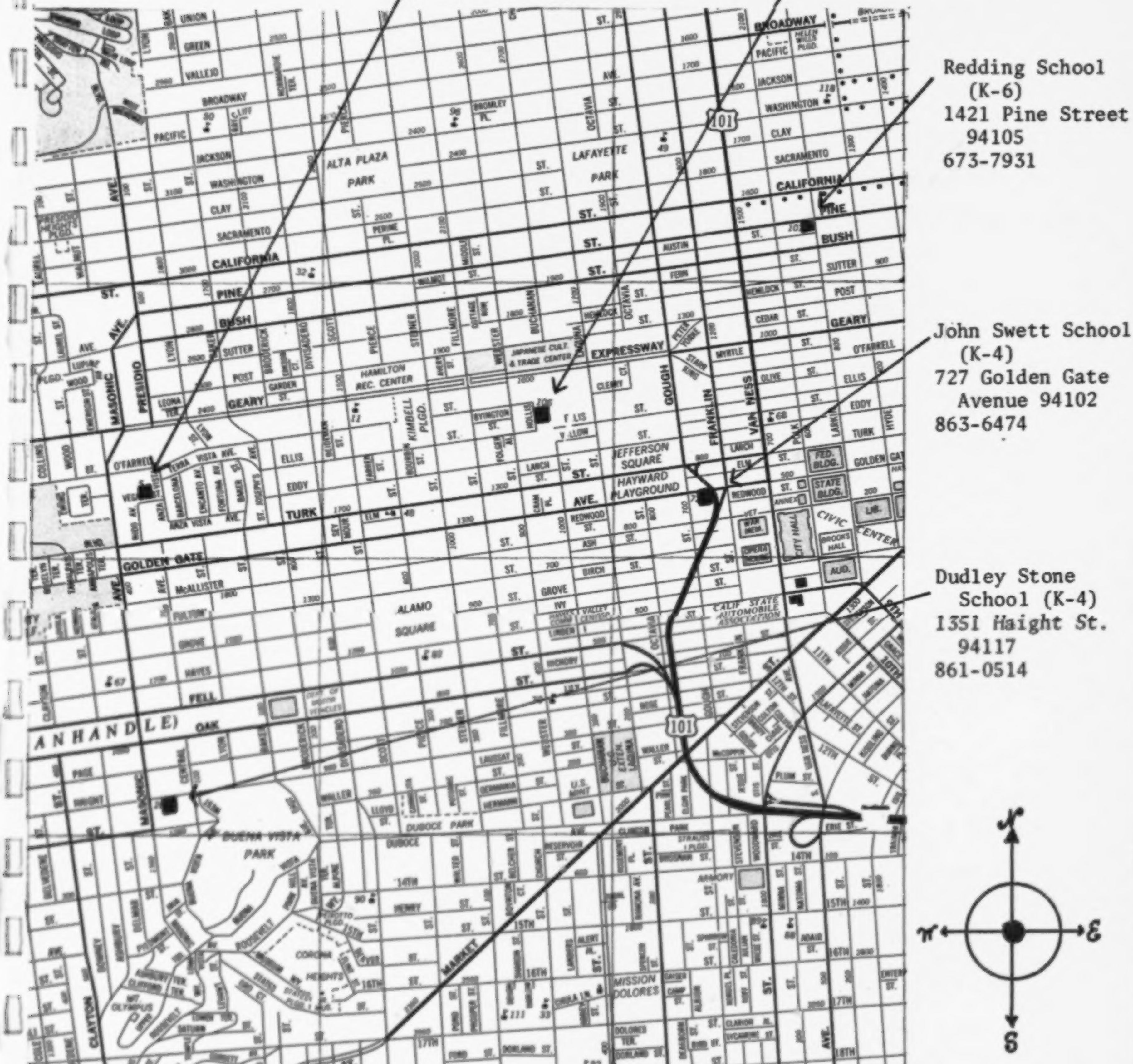
## SAUSALITO ACTIVITY LOCATIONS

NOTE:
STEP Business Administration, Evaluation and Research are located at San Francisco State College, 1600 Holloway Avenue, San Francisco, California 94132
Telephone: 469-2288

## STEP - SAN FRANCISCO LOCATIONS

Anza School (K-6)
40 Vega Street 94115
346-7466

Raphael Weill School (K-6)
1501 O'Farrell Street 94115
346-4278


BROADWAY
PACIFIC
JACKSON
WASHINGTON
CLAY
SACRAMENTO
CALIFORNIA
PINE
BUSH
SUTTER
POST
GEARY
O'FARRELL
ELLIS
EDDY
TURK
GOLDEN GATE
McALLISTER
FULTON
GROVE
HAYES
FELL
OAK
PANHANDLE
PAGE
HAIGHT
UNION
GREEN
VALLEJO
ALTA PLAZA PARK
LAFAYETTE PARK
HAMILTON REC. CENTER
JAPANESE CULT. & TRADE CENTER
EXPRESSWAY
JEFFERSON SQUARE
HAYWARD PLAYGROUND
ALAMO SQUARE
CIVIC CENTER
CITY HALL
BROOKS HALL
AUD.
FED. BLDG.
STATE BLDG.
LIB.
OPERA HOUSE
CALIF STATE AUTOMOBILE ASSOCIATION
HAYES VALLEY COMM. CENTER
BUENA VISTA PARK
CORONA HEIGHTS
DUBOCE PARK
U.S. MINT
ARMORY
MISSION DOLORES
MARKET
MISSION
MASONIC
PRESIDIO
LYON
DIVISADERO
SCOTT
PIERCE
STEINER
FILLMORE
WEBSTER
BUCHANAN
LAGUNA
OCTAVIA
GOUGH
FRANKLIN
VAN NESS
POLK
LARKIN
HYDE
CLAYTON
101
N
W
E
S

Redding School
(K-6)
1421 Pine Street
94105
673-7931

John Swett School
(K-4)
727 Golden Gate
Avenue 94102
863-6474

Dudley Stone
School (K-4)
1351 Haight St.
94117
861-0514

## V. Projections Beyond the 1968-69 Year

### A. Expansions:

1. Continue in Sausalito School District as an example of a newly desegregated suburban school district setting encompassing a black enclave both geographically and socially isolated from the rest of the school community; continue in the San Francisco Unified School District in the Western Addition and expand into the Mission (Mexican-American) and Chinatown (Oriental) areas or fringes.

2. Expand recruitment for STEP teacher candidates outside of California Colleges and Universities in order to recruit a larger number of teacher candidates from minority groups.

3. Expand the duration of the teacher preparation program to two years (SFSC requires 3 semesters). The first year would be similar to that described for 1968-69; the second year would be a specially developed internship program for teaching in desegregated classrooms with continued small group instructional sessions and supervisory help. This second year is considered vital to provide an effective transition from preparation to the regular teaching assignment.

4. Provide a work/study stipend in the amount of $2,000 per student for the preparation year, with the expectation that the school district would pay a minimal salary for the internship program.

5. Provide stipends for classroom supervising teachers during the preparatory year at approximately $50 per Student Teacher per month. This is essential to support (1) the additional time necessary for regularly scheduled instruction sessions to help selected classroom teachers become effective classroom supervisory teachers; and (2) additional time and responsibility for working with STEP students in the Teacher Assistant and Student Teacher phases.

6. Provide a stipend of approximately $300 per teacher per year for additional classroom teachers who participate in (1) the classroom observation phase; (2) the evaluation and research phase, including comparison testing, observation schedules and development of evaluation instruments; (3) development of instructional materials; and (4) testing of new techniques, strategies and newly developed instructional materials. These additional teachers then become a group from which to recruit classroom supervising teachers.

7. Provide adequate funds for faculty supervisory activities during the internship year, including observation, demonstration, and small group instructional sessions.

8. Provide funds for continued group counseling during the internship year and for special encounter group sessions along with group counseling in the preparation year.

9. Provide adequate funds in order to assign faculty to one major area of responsibility (i.e., instruction, supervision, curriculum development, New Careers, etc.).

10. Include each year a major curriculum program in selected areas (i.e., Social Studies, Math, Language Arts, Science, Human Relations). Such a program would implement particular curriculum already developed out of research and field tested (i.e., Taba curriculum development in Social Studies, developed over a ten-year period through U.S. Office of Education support, beginning implementation in STEP 1968 NDEA Summer Institute and Continuation Institute during 1968-69 year). Provide one full-time specialized person to instruct in and demonstrate how to teach and use the particular curriculum materials. This expansion strengthens the Pre-Service preparation and internship porgram, the In-Service program, and the content and quality of instruction to the pupils in the schools. This also provides an "in action" combination of curriculum development and instruction which, based on the results to date of the present STEP-Taba Social Studies program, can enhance the effectiveness of the total teacher education program.

11. Expand the use of media for "packaging" newly developed materials.

12. Provide adequate funds to reproduce instructional materials in order to field test them, with expectation that after testing and then refining units, manuals, etc., the mass reproduction and the marketing could be done through commercial companies through a contract which stipulates that all royalties be fed back to finance development of additional instructional materials.

13. Continue to expand the New Careers program by approximately 15 students each year, providing for the additional personnel to insure the success of this program.

14. Evaluation and Research is considered to be an integral part of the STEP program and adequate support must be provided to enable continued evaluation of all aspects of the total STEP program.

B. Conclusions:

By 1969-70, STEP will no longer be an experimental program. The 1968-69 year is more or less a pilot operational year. 1969-70 would see the beginning of a full operational program based on the results of activities since February 1966. It is at this time considered to be one of the most important and most comprehensive innovative programs in teacher education; STEP received the Distinguished Achievement Award in Innovation in Teacher Education last February from AACTE (the American Association for Colleges of Teacher Education).

STEP has been attempting to find ways of changing teacher education so that it could be more effective in these changing times. STEP believes it has found some of the ways, and they are all brought together into a comprehensive program. It is now vital to be able to conduct an operational program over a period of at least four to six years. It is also very important to find funding for the entire program rather than separate segments of the program.

All personnel in STEP and also the College, the school districts and the communities are heavily committed to the STEP program. However, it is their contention that an operational program should not be begun unless there is sufficient funding on an on-going basis for a minimum of four years, with a recommendation for six years. This is based on an analysis of time needed for operation in order to show valid results.

## STEP CONTRIBUTIONS TOWARD CHANGE IN TEACHER EDUCATION

### A. National and State Recognition

1. San Francisco State College has been cited by the American Association of Colleges for Teacher Education for the Distinguished Achievement Award for innovative programs in teacher education. The San Francisco State College entry for this award was STEP (Sausalito Teacher Education Project). The announcement was made on February 15, 1968, at 7:00 p.m. at the Association's Annual Banquet (Chicago, Illinois). There was radio, television, and newspaper coverage.

2. As a result of the STEP project, Dr. James Bixler, Director of the Project, was selected to head the team for TTT (The Triple T project: The Teachers of Trainers of Teachers -- Western Region, UCLA Center.)

   This project is a major national effort directed at the apex of the structure designed to develop innovative and improved programs for the preparation of educational personnel through the involvement of teachers of trainers of teachers, the trainers of teachers, administrative and supervisory personnel, teachers and community leaders in programs designed to include learning, teaching and action programs.

3. Far West Laboratories selected STEP as the first program in a series of television broadcasts entitled "Education in Motion." (Broadcast in California on October 9 at 4:00 p.m. in San Francisco and Los Angeles, and re-braodcast on October 6 at 7:45 p.m.)

4. A large educational film company has requested an opportunity to produce a teaching film on the Silent Teaching Technique used by STEP in the mathematics program.

### B. Influence toward Innovative Programs in Other Colleges and Universities

STEP receives requests every week from college, university, school district and/or other projects for information on different STEP experiments, instruments, teaching techniques, and curriculum materials. In some instances, these personnel are interested in developing an experimental teacher education program of their own. For example:

Excerpt from letter from Associate Professor, Wisconsin State University:

"Thank you for the materials about the STEP program. Our project staff has gathered a list of those students who have matriculated or are now on probation and have indicated an interest in our proposed program for preparing for careers as teachers of the disadvantaged. We are now involved in working with other interested faculty and developing the program. We hope to begin the initial stage this summer."

A large number of such personnel visit the STEP program in action. For example:

> Excerpt from letter from Associate, Bureau of Inservice Education, the State Education Department of New York:
>
> "Just a brief word to thank you for the hospitality with which you received me on my recent visit to San Francisco...
>
> "I was certainly impressed with the efforts you and your associates are making in attempting to improve the quality of teacher education. While I recognize that this program is in its infancy it certainly seemed evident that the commitment made by STEP will, if continued, help to provide a more meaningful preparation for teachers who will be working in integrated schools with disadvantaged children."

In some cases, STEP staff give personal assistance in helping others develop teacher education programs to include innovations tested in the STEP project.

## C. Influence on School District Recognition of Need for Changes Regarding "Disadvantaged"

Another very important aspect is the growing interest and some direct action on the part of school districts in cooperative pre-service and in-service education and also a gradual acceptance of the idea of changing administration and curriculum to meet the needs of disadvantaged children. There is evidence of STEP-Sausalito influence in this direction, especially in the Bay Area. For example:

1. The Mill Valley School District is busing children into the Sausalito School District and carried out a joint summer session in 1968 which incorporated innovations in working with the child in a desegregated setting.
2. The Berkeley District has been watching the program in Sausalito and is now developing one of its own.
3. After many efforts on the part of San Francisco State College and others to establish innovative programs in the San Francisco Unified School District, STEP has had a program in Raphael Weill School (located in a San Francisco "target" area).
4. Approximately seventy school districts in California were classified through a STEP survey as schools with disadvantaged pupils and so appropriate for placement of STEP graduates as classroom teachers. Of these, over forty districts are on the active list. Many districts are anxious to interview STEP students in the early part of their program in order to recruit teachers who have the kind of special preparation offered in STEP.

## D. Classroom Teachers Interested in STEP

One of the unique features of the STEP program is its inclusion of an in-service program closely related to the pre-service program. As a result of the spread of enthusiasm for the STEP in-service program, there have been requests from classroom teachers all over the United States to participate in STEP or to get information on the program. For example: Although the STEP Summer Curriculum Institute was limited to teachers in the areas of STEP operation, over forty requests for attendance were received representing most of the states including Hawaii.

## E. Innovations in Techniques and Materials

Development of instruments, new curriculum materials; initiation of new techniques of testing; testing of different techniques and materials; introduction of counseling and of media as part of the Teacher Education Program; new techniques of evaluation of teacher adaptability, competence, etc. Most of these are discussed in the preceding report. Some are already in action, some are in the developmental stage. Some are already being used in other programs, colleges and school districts.

## F. STEP Influence toward Change in the Teacher Education at San Francisco State College is evident and widespread.

1. One direct influence of STEP is through San Francisco State College personnel who are released for short periods of time to work in STEP or who work part-time in STEP and part-time in the regular program. These personnel take with them into the campus committees, classrooms, and informal discussions with colleagues their new or different theories and teaching techniques as a result of STEP experience. Some of them have developed some special programs within their campus teaching program. For example: two faculty who were in STEP are now involved in giving San Francisco State College students extensive field experience in intercity schools in various ghettos -- (a) Chinatown, where their students work with Chinese; (b) Mission District, with Spanish-American; (c) Hunters Point, with Negro children.

2. Many aspects of the STEP program are now being considered seriously for the 1968-1969 year and especially in the designing of the teacher education program as San Francisco State College goes into the quarter system. In order to use an example which includes evidence of many different influences of STEP in one document, the minutes of a planning session are attached with notations of STEP influence. (See following pages.)

## G. STEP Institutes

As a result of the STEP program as funded by the California Office of Compensatory Education through McAteer funds, the STEP project has achieved enough success in its basic program to attract and be able to execute special institutes in interdisciplinary studies and curriculum development. For example: STEP was funded for an Interdisciplinary Studies Institute in 1966-67; STEP was selected for a special Institute in Curriculum Development in the area of Social Studies for the summer of 1968, with a continuation institute throughout 1968-69; a STEP-designed special community project related to education has been funded under Title I for 1968-69.

## DISSEMINATION OF INFORMATION ABOUT STEP

### A. General

STEP disseminates information through available media and through STEP-initiated communications. STEP is presently attempting this through newspapers: television; leaflets, reports, duplicated materials; brochures; photo-essay displays; participation in formal organizations; speakers or discussion participation at meetings and presentation programs; and invitations to visit STEP in action.

1. Newspapers -- STEP has made personal contact with the editors and/or area reporters of the newspapers covering the Sausalito-Marin City area and major San Francisco papers.
   - a. The Independent Journal, a daily newspaper covering all of Marin County. Spot news and feature articles.
   - b. Mill Valley Record, a weekly newspaper covering Mill Valley, Marin City and Sausalito.
   - c. The Pacific Sun, a weekly paper covering the Sausalito, Marin City, San Rafael, Mill Valley area.
   - d. The Sun Reporter, a weekly paper published by and concerned with the interests of blacks, covering the Bay Area.
   - e. The San Francisco Chronicle (daily morning paper) and the San Francisco Examiner (daily afternoon paper).

STEP has had a great deal of publicity through newspapers, from short articles in the Independent Journal and San Francisco Chronicle to full page spreads with many photographs in the Pacific Sun and the California Living Supplement of the San Francisco Examiner.

2. Conferences -- STEP has been featured and/or participated in various conferences, such as Tri-University National Conference on Elementary Education, California CTA Conference, Maryland State Department of Education Conference, AACTE Conference. Invitations for this type of presentation of the STEP program have multiplied in the last year due primarily to widespread dissemination of information about STEP and to the AACTE Distinguished Achievement Award to STEP for Innovation in Teacher Education.

3. Television -- Personal contacts have been made with each of the television stations having public information programs to describe STEP's programs and to inspire desire to cover special STEP activities. STEP is in the process of working with the local San Francisco television channels for feature presentations; part of these would be taken from STEP video-taped experiments and from different photo presentations. STEP has already been covered in "News Shorts" on KPIX and KRON, featured in an Education Series on KQED, and other coverage is underway.

4. Visitation -- STEP has a large number of visitors coming to hear about the program directly and to see it in action. These visitors come from different states in the nation and a few from outside the United States. For example, STEP had visitations from the National Commission on Teacher Education and Professional Standards, the Utah Department of Education, the Philippines Women's University, the Joint Committee on Teacher Education of the California Legislature, the U. S. Commission on Human Rights, and from various colleges and universities. The number of visitations steadily increases, and in most cases involves follow-through in sending out brochures and/or reports on an on-going basis.

5. Cooperation with other colleges planning innovative teacher education activities. For example:

(From the University of Birmingham)

> *I was fortunate recently to receive a copy of Excellence in Teacher Education and to note the award to your College for Teacher Education Project (STEP). This is a field which interests both my colleagues and myself. I wonder if it would be possible for you to send me further details? I am making this request because we in this University are embarking on a radical reappraisal of our teacher education programme and would be glad to have the help which information about your activities will most likely give us...*

(From Dunedin Teachers College, Dunedin, New Zealand)

> *I spent last evening with Dr. __________, an old friend of mine, who told me about your STEP project. In this College we have only recently changed from a two-year to a three-year course, and are still in the process of making substantial changes to our courses. I would very much appreciate any information you might have available at this stage, as well as a copy of your Second Report which Tony tells me you are expecting to publish in September of this year...*

In some cases STEP staff members have actually helped on matters such as how to set up a budget and how to write submissions, proposals, etc.

6. Professional Periodicals -- STEP has been described, discussed or cited in a number of different professional journals; STEP personnel have also had articles published. There have been more requests for STEP articles in journals than there is personnel time to honor such requests. Examples of articles:

"STEP Aim: Effective Preservice Changes," NDEA Institute Bulletin #3, March 1968, p. 3.

"STEP Toward Locksmithery," by James E. Bixler, Educational Leadership, Vol. 24, No. 8, May 1967.

7. Cooperative production and dissemination of education materials with cooperating School Districts. Example: "Something That's Happening: A Portrait of the Sausalito School District," an unusual 60-page photo-essay story which has reached such appeal that dissemination is now nationwide and into a number of foreign countries, all upon individual requests. All photography for this book was done by STEP Media Specialist, Phiz Mozesson. Another example is the forthcoming publication of a teachers guide on use of rods in math (still unnamed), developed by STEP with the cooperation of a Sausalito Classroom Teacher.

8. Dissemination of information in response to requests by letter or telephone. As a result of other types of communication, STEP has a large number of requests for information on materials developed by STEP. For example:

(From Board of Education, Chicago)

> *Please send me any literature you have pertinent to your STEP program. I will be in your area on or about November 4-6. May I set up an appointment to confer with you and visit a STEP Education Center?*

Some of these requests are from outside the United States; i.e., New Zealand Council for Educational Research, Wellington.

9. "Word of Mouth." Although this is a rather intangible dissemination method as to measurability, it has certainly been a very effective method for STEP. Many of our requests for information or for presentations begin, "I heard..." or "____told me about..." Many of the requests mentioned above come to us as a result of "word of mouth" introduction to the STEP program. For example:

(From University of San Francisco)

> *It has been my pleasure to hear of the work you and others at State are doing in developing a fundamental approach to the educational problems of the disadvantaged, and to the problems of teacher preparation. It is my hope that you will show us a way to break the many traditional postures that have made progress so difficult and slow in our field. I have great admiration for what you are attempting.*

(From the University of Southern California)

> *I am writing to you at the suggestion of ____ _____. I understand that your STEP program has developed significant articles in relation to preparing teachers for the disadvantaged. I would deeply appreciate your helping me by sending copies of any printed materials you have developed, whether they be general articles, or specifically related to subject matter area. I would also appreciate receiving any bibliographies you have developed in relation to your program. If there is a cost for these items, I'd be happy to pay the fee.*

10. STEP staff presentations to community meetings, organizations, etc. In addition to STEP presentations at conferences, there are various presentations to community groups, committees, organizations, PTA's, etc. For example: STEP has expanded its program in San Francisco into five schools there. Dudley Stone School is one of these. STEP presented an overview, a slide-sound carousel on STEP student teaching, and other relevant information at a special school-parent meeting. Another example: Presentation of STEP to San Francisco Education Auxiliary.

11. Photo-Caption Displays. Photo-caption displays are used at conferences and other types of meetings. Examples: Compensatory Education Conference at Sacramento; Harriet Tubman House (Operation Breakthrough-STEP Education Center in Marin City); Teacher Education Conference, San Francisco State College.

12. Brochures, briefs, reports. These have been used for dissemination of information at conferences, various kinds of meetings; for answering requests by mail; and for discussion sessions with visitors. For example:

    (From Wisconsin State University)

    > *Thank you for the materials about the STEP program which you shared with me during my visit to San Francisco State. I am sorry I was unable to visit the center and saw so little. I hope to have another opportunity later.*

    NOTE: AACTE booklet of Distinguished Achievement Awards. This booklet, which was disseminated widely over the U.S. by AACTE, describes the STEP program. STEP received this Distinguished Achievement Award on February 15, 1968 at the AACTE Conference in Chicago. This booklet has stimulated a great deal of interest in STEP and many requests for further information or for visitations have resulted from this booklet. For example:

    (From Eastern Washington State College)

    > *We read a description of your program in the AACTE booklet of Distinguished Achievement Awards.*
    >
    > *We would appreciate receiving any material that you have prepared to share with others on your program of Sausalito Teacher Education Project (STEP). Thank you.*

B. Feed-back into Regular College Program

In order that others may profit from STEP activities, there is a program for sharing of: (a) ideas; (b) experimental techniques of instruction; (c) new curriculum materials; (d) published data on the disadvantaged child; (e) first-hand experiences of the student teachers, the tutors, and supervising personnel; and (f) duplicated materials or sets of booklets and other instructional materials.

Some of the information and insights gained are fed back into the regular program:

1. Through duplicated materials, minutes, reports;

2. Through tapes;

3. Through slide-sound presentations such as the Carousel on the STEP approach to preparing teachers to work with disadvantaged pupils;

4. Through STEP participation (staff and/or students) in discussions in on-campus classes of STEP objectives and program;

5. Through the use of video-taped techniques, studies, analyses of the educative act;

6. Through STEP participation in committees on campus, offering ideas and stimulating thought and action toward change in teacher education;

7. By "word of mouth" (for example: a STEP student discussing experiences with other students in the regular program).

## C. Internal Communication

From experiences during the early stages of the program, STEP has become acutely aware of the importance of an effective communication system. The communication between a school staff and a college program can be irregular, sporadic, and unimplemented. Crises arise because of the lack of a common language, a common experience, sufficient time, adequate staff and adequate training. Troubles accumulate, staff and student frustration mounts, and the program and mutual perceptions suffer. When the crises are analyzed, the problems are almost always a matter of misunderstanding due to lack of clear communications.

Recognizing this problem as being a crucial one, STEP has embarked on the planning and execution of an internal communication program.

1. There is a Communications Center for STEP, housed in the administrative offices in Sausalito.

2. A special STEP Handbook is prepared annually for STEP, District, and College personnel and for central locations such as the Curriculum and Instructional Materials Center at TEC. Periodically STEP sends out additions or changes for the Handbooks to keep them up to date.

3. Official STEP reports are now duplicated in sufficient numbers to be distributed to all participants.

4. Minutes of meetings are distributed as soon as possible.

5. A "STEP Newsletter" is issued periodically to keep those participating or affected by STEP informed of current happenings.

6. STEP is aware of the importance of an open channel of communications between students and staff. Many of the changes, modifications and additions to the STEP program since its inception have been the result of student criticisms and suggestions. Therefore STEP has developed an atmosphere conducive to open communication in the classroom and in small group meetings. In addition, there are:

   a. A Suggestion Box in the STEP Teacher Education Center hallway. Students may drop anything from questions to comments into the box, and STEP staff members utilize these in planning and evaluation.

   b. A Student Bulletin Board in the Sausalito Teacher Education Center hallway for posting answers to Suggestion Box slips, notes from students to the other students recommending special reading, etc., announcements from faculty and staff. This bulletin board is maintained by a STEP student representative.

   c. Direct involvement of students in STEP planning, policy making and evaluation. This includes equal student representation on STEP's on-going Coordinators Committee and student representation on other short-term or working committees such as Recruitment of Students, Placement, Curriculum, etc. This is new in the 1968-69 STEP program.

**Notes taken at the Curriculum Meeting on November 21, 1967 by L. Carrillo**
**V. Rogers**

A PLANNING SESSION, SFSC ELEMENTARY EDUCATION DEPARTMENT

**Foundations courses**

Problems with:

Need school experience to accompany.
Should elementary and secondary candidates be together?
Secondary is ready to justify separation.
Team members must be hired to fill foundations role.
More emphasis needed on what children are like.
Why should another department perform the screening function?
Educational Psychology seems to have low status within Psychology.
Student lack of real data makes the concept of "foundations" erroneous.
"Windows to themselves" necessary at the beginning
There is now an overlap between curriculum and foundations courses.
Can we arrange contact with public schools during foundations courses?

NOTE STEP INFLUENCE TOWARD CHANGE

Suggestions:

Are strands (Guillford cube) of input, integration, production, evaluation possible?

done in STEP

Early as well as later foundations courses--
- Elementary and secondary students can be brought together for the later course.
- A separate psychology course at the beginning for the adolescent and child psychology.
- Psychology is willing to provide a general foundations course for those who can't decide on level.
- We have good resources for team members to fill psychology and sociology roles.
- We can get budget, since we have not yet reached our "ceiling."
- Could have a 4 unit initial foundations course; use other units later in the sequence.
- Optional contacts with public schools possible (TEP)
- Together for sociology, separate for psychology in Elementary and Secondary.

an innovation in STEP 1967-68 program

Combination of foundations and curriculum?
- The units could be distributed differently, especially under the quarter system.
- Teams may be arranged this way (Intro. to Educ.?)

an innovation in STEP 1967-68 program

Two quarters of student teaching--a different sequence for those entering winter quarter.
- Present student teachers seem to want psych, soc., plus diagnosis of pupils.

already part ? STEP →

Screening function could be taken over by our Department. Staffing formula accompanies the job. We can get it. Psych does not really screen now, but gets credit. Can be done by our department either in foundations (early) or in curriculum, or in a new combination.

Other programs?
Stanford had a seminar of foundations type after student teaching.
Wayne State seems to have an interesting program.
Shouldn't we investigate thse and others?

## C. & I. Courses

Problems with:

Time. Students become bogged down by the long hours in .3. The course should be strung out some way over a longer period of time. We should look at the overall time of the student's day.
Math instruction over 2 semesters has worked out well.
Would students stand still for longer preparation.
We can't expect much reading when the students are in class 12 hours a week.

Important innovations in STEP 1967-68 program. Now being considered by SFSC for regular college program

Student Attitude.

Students have looked down on education courses throughout their academic preparation.

Group counseling helps academically-oriented students become child-oriented. (STEP)

unique in STEP

The new students are "instant-oriented" not because of the Fisher Bill but the tenor of our times. They demand to be in classrooms also to be taught everything immediately.

## Observation-Participation Experiences

Patterns developed:

A combined .2 and .3 section is having three spaced one-week periods in schools, each student returning to the same classroom and doing some planning and teaching. The instructor has visited each classroom. Responses from schools and students are very positive.

similar to STEP curriculum "strands"

Influence of STEP on SFSC TEACHER EDUCATION

Another combined section goes to F. Burk for two hours and to a public school for one-half day each week, changing public schools to see contrasting situations. Students do some teaching. Plan seems effective.

Last semester a section got variety by visiting schools in Hunters Point, Berkeley, and Miss Burke's School.

Other sections use O.M.I. schools. One school "worked out"; the other did not.

STEP Project. Among other innovations: some demonstrations by college personnel in classrooms.

Comments and suggestions.

Values include:

* Meeting the need expressed by students for opportunity to apply in the schools what is being learned in the college classrooms.

Done in STEP

The opportunity for instructors to assess and screen candidates.

Closer college-district relations.

* School people grow in understanding of the college program and students in understanding of the school system.

Schools appreciate having instructors visit.

Problem: Time to visit schools when an instructor has more than one section. As a substitute for visits, reports written by students have been helpful in keeping in touch with situations and in counseling students.

Closer contact is needed to familiarize teachers with the "new breed of students". Caution: Avoid telling teachers how superior the new students are. (They were the old ones.)

Less time needed for instruction in class.

STEP: In weekly conferences with supervisors there has to be methods teaching which takes some of the load off .3 instructors.

When students are in schools much of the time reading assignments may be substituted for lectures.

If students have three periods in schools during a semester each of these should be at a different level.

done in STEP

Students should have variety in their school experience: public schools with both good and poor teachers as well as F. Burk.

The .3 school experience should be one of observation rather than participation, as planned when this new sequence was set up.

There are scheduling difficulties when non-combined sections are taught. Suggestion: Give .2 and .3 as a block, allowing greater flexibility and more time.

done in STEP

The coordinator of student teaching should make school assignments. He must work with school districts. Schools should participate in the program on a voluntary basis.

## Student Teaching

Problems:

Resident teachers criticize that student teachers do not know how to teach.

While student teachers are reported to come with a richer personal background and are smarter, they are not prepared in many respects. Are we counting on student teaching to build in what formerly was given in methods courses?

Student teachers come in over-confident, thinking that teaching is simple.

We need to help students understand earlier the complexity of teaching.

# APPENDIX D

# EVALUATION AND RESEARCH

## APPENDIX A

## STEP OBSERVATION SCHEDULE MANUAL[1]

Wallen, N.E., Moohr, M., Hall, S.P. and Weisberg, K.

### Introduction

The Observation Schedule is based upon generally agreed upon desiderata for effective learning. Psychologists are agreed that for learning to occur, the learner must attend to stimuli and that modification of behavior is facilitated, in general, if the learner overtly responds and has feedback following the response. Consequently, effective teaching must include focussing pupil's attention on stimuli and should provide for overt response and feedback. Inasmuch as the teacher must deal with more than one child and given the impressive range of individual differences in the learning activities arranged by the teacher. Finally, since pupil behavior may disrupt the learning sequence, it is important to assess the frequency of such behavior and the teacher reaction to it; thus the Observation Schedule provides a vehicle for systematically observing classroom behavior within the following framework of questions:

1. How does the teacher attempt to focus the pupil's attention on the learning activity?
2. What provisions does the teacher make for allowing the pupils to respond overtly?
3. How successful is she at obtaining and maintaining attention?
4. How many children do respond?
5. What provisions are made for individual differences?
6. How much teacher time is spent helping children?
7. What provisions for feedback are made?
8. How much pupil behavior occurs which is inappropriate to the learning activity; both of an irrelevant or disruptive nature?
9. How does the teacher deal with irrelevant behavior?
10. How does the teacher deal with disruptive behavior?

In this observation scheme, the focus is on the overt, observable behavior of the teacher and her students in the course of timed, five-minute intervals. In recording teacher behavior, it is irrelevant to consider the success or failure of the teacher's methods; it is a record of what methods she uses. The teacher's success is scored in the "pupil" sections.

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[1] REVISED EDITION
July, 1968

The observation is composed of from four to ten five-minute intervals. In most cases, it is desirable to have eight intervals or forty minutes of observation. Each five-minute interval is a discreet entity, and categories are checked according to what happens in that interval only. For example, an activity initiated through compulsion will not be rescored in the compulsion category in the next interval if no additional compelling behavior takes place during the second interval.

Not all of the categories are mutually exclusive. For example, feedback may be provided both by the children to one another and by the teacher to a child or children, in which case the two categories are weighted, always totalling ten for each major area within each interval. Weighting is used for all major areas (Roman Numerals) except III and IV which are numerical estimates. Weights are assigned on the basis of the observer's judgment as to the relative importance of each behavior, taking into consideration time spent and the number of children involved.

A given behavior may be scored in more than one section. For example, a teacher may ask a specific child to respond to a question (compulsion to respond) partly as a means of gaining the pupil's attention (compulsion to attend). In such a case, each category is scored.

## Procedure

The general observation procedure is as follows: for roughly the first four minutes of each interval, the observer checks categories of behavior that he observes. He then makes a survey of the obervation schedule to insure that he hasn't forgotten something, and also to assign the weights for that interval. (To derive a summary of the total observation period, weights may be added across a given category and averaged.)

## Categories - Definitions and Examples

I. Attention - Teacher: What behavior does the teacher manifest that seems directed at obtaining and maintaining pupil attention to intended stimuli or activity?

1. Procedures-The teacher relies on procedures, activities, or materials to get or maintain the attention of the class. She ceases to play an active role; e.g., desk work (reading, map-making, essay-writing, etc.), student-conducted discussions, student performances, programmed materials. Games in which the teacher ceases to play an active role are included in this category. Once a game is under way, everything is scored in this category unless the teacher actually becomes involved. This category also includes self-administered tests as opposed to dictated tests. For example, the teacher may announce a test or an activity and distribute the necessary materials (weight for compulsion

to attend), and then cease to play an active role (weight for procedure). If she occasionally breaks in to remind children to work on the activity, the compulsion weighting is increased.

2. Selling - Teacher attempts to arouse pupil interest in the learning activity; e.g., hard sell ("learning means earning") or soft sell ("you"ll really enjoy this"), including reasons why the students should be involved in the learning activity. This category includes any provisions for making the activity attractive to pupils, such as the use of audio-visual aids in other than routine ways, (does not include books, blackboard, papers, etc.). Personal enthusiasm of the teacher also adds to the weight.

3. Compulsion - The teacher compels the class or individual students to attend; e.g., tells students to attend, tells students to engage in a particular activity, non-verbal monitoring, announces activity, gives directions.

4. Question-asking - The teacher asks questions of the class as a whole or of individual students. This technique may be a form of compulsion but is given separate emphasis in the schedule. It does not include rhetorical questions, which are scored as compulsion or lecture depending on the context.

5. Lecture - The teacher gives a prolonged presentation of information or an explanation. It may be in response to a pupil's question (beyond a short response), or may be a recapitulation and elaboration of a student's response. This technique may be a form of compulsion or selling but is so common that it deserves a separate category. Also included are testing activities where the teacher dictates questions or in other ways participates in the testing.

6. No attempt - The teacher fails to provide the children with something to attend to; e.g., teacher handling disruptive incident, rest of class having nothing to do, or class is divided into groups, one waiting for instructions while the other is receiving them. If there is any evidence of procedures, do not use this category.

Example: Interval 1: The teacher announces (weight for compulsion) a game (weight for selling) to be played later. She then asks review questions on a previous lesson (weight for question-asking). Interval 2: After finishing question, she follows with a prolonged explanation of the relationship between the information gathered through question asking and her proposed game weight for lecture) which continues into Interval 3. She deals with with a discipline problem, with class having nothing to attend to (weight for no attempt). The game begins and she ceases to play an active role (weight for procedures). This sequence would be recorded as follows--the particular weights depending upon observer judgment.

| I. Attention - Teacher | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. Procedures | | | ✓ 4 | ✓ 10 |
| 2. Selling | ✓ 2 | | | |
| 3. Compulsion | ✓ 1 | | | |
| 4. Question asking | ✓ 7 | ✓ 3 | | |
| 5. Lecture | | ✓ 7 | ✓ 3 | |
| 6. No attempt | | | ✓ 3 | |

II. Response - Teacher: What behavior does the teacher manifest that seems directed at getting students to respond overtly (observably) in some way which can be evaluated?

With the exception of the 'Encouragement' category, the following categories are subdivided into "for the few" (less than 1/3 of the class) and "for the many" (more than 1/3 of the class during the interval being scored). During any interval only one of these choices (few or many) is to be used.

1. Opportunity - Teacher provides an opportunity for the students to respond; e.g., asks questions directed to the class as a whole, pauses to give pupils a chance to comment on what she or a student has said, or sets up an activity that may be responded to. When a teacher asks a question, a useful guideline for determining whether the teacher is providing an opportunity to respond for the few or for the many is whether she asks questions which demand long answers or ones which require short answers; thus, she may ask who wishes to give the next speech and only one or a few students may have the opportunity to respond; or she may ask a series of short-answer questions giving an opportunity to many. A self-administered test is considered an opportunity; a dictated test is scored as compulsion.

2. Encouragement - The teacher encourages the class or individuals to respond, either in verbal or non-verbal ways; e.g., nodding and smiling, encouraging words, praising.

3. Compulsion - The teacher compels student or class to respond; e.g., calls on a pupil who has not offered to respond; compels child to respond beyond his initial intention; tells class to respond by writing essay, drawing a map, etc. This category is often linked with Opportunity. For example, the teacher may tell the class to draw a picture (weight for compulsion - many) and then cease to play

an active role (weight for opportunity - many). She may continue to compel the response in which case higher weighting in the compulsion category would be given.

4. Precludes - The teacher ignores attempted responses or prevents them altogether; e.g., does not call on children who raise their hands, announces that she wants no interruptions. The activities of the teacher may provide no opportunity for response. The 'opportunity - few' and 'compulsion - few' categories are often linked to this category. For example, the teacher may tell two children to give book reports (weight for compulsion - few) and direct the rest of the class to listen to them (weight for 'precludes response').

Example: Interval 1: The teacher asks questions requiring brief answers, sometimes calling on volunteers (weight for opportunity - many) and sometimes calling on non-volunteers (weight for compulsion - few). She refuses to allow a child to speak because he fails to raise his hand before attempting to respond (weight for precludes - few). Interval 2: After concluding the questioning, she asks for three volunteers to read a play (weight for opportunity - few)*, encouraging the children to volunteer (weight for encouragement). Only two children volunteer, so she selects a third (weight for compulsion - few). The rest of the children have no opportunity to respond during the play-reading (weight for precludes - many) which continues through interval 3. This sequence would be recorded as follows:

II. Response - Teacher

| | | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. Opportunity | Few | | ✓ | ✓ 5 |
| | Many | ✓ 6 | ✓ 5 | |
| 2. Encouragement | | | ✓ 2 | |
| 3. Compulsion | Few | ✓ 3 | | |
| | Many | | | |
| 4. Precludes | Few | ✓ 1 | | |
| | Many | | ✓ 3 | 5 |

*Since, during the same interval, an activity permitting many children to respond (question asking) also occurred, the 'many' category supercedes the 'few'.

III. Non-Attenders - How many pupils fail to attend to the learning activity?

It is recognized that determination of whether a pupil is attending or not is exceedingly difficult. He may be looking intently at the book but be thinking of completely unrelated matters. Conversely, he may be gazing out the window, yet demonstrate by subsequent responses that he was attending to the discussion. Nonetheless, it seems legitimate to infer a substantial relationship between appropriate use of sensory apparatus and 'attention'. Hence, for present purposes, attention is defined as having sensory receptors directed toward intended stimuli. During each interval, the number of pupils who are not attentive to learning activities for most of the interval (30% of the time) is estimated. If pupils finish one learning activity and turn to another, it is considered that they are still attending. If, for whatever reason, there is no learning activity to which to attend for most of the period, then the children are scored as non-attenders. If students pay attention to the teacher in order to bait him, but do not attend to intended learning stimuli, they are considered non-attenders.

IV. Response - Pupil: How many pupils do in fact respond during a learning activity?

A response is here defined as any action appropriate to the learning activity on the part of the pupil which can in some way be evaluated. Specifically excluded, however, are hand-raising or purely management functions such as opening the book to the right page when told to do so. It does include speaking aloud and writing. During each period the number of pupils who make any response (as defined) is estimated. A distinction is made between individual pupil response and group or choral response, (e.g., group recitation).

V. Individual Differences - What provisions does the teacher make for different learning levels of pupils?

Weighting in this category is somewhat complex. The basic question is the extent of individualization. For the first two categories, individual tasks diagnosed and individual tasks unclear) the primary focus is on the number of children affected by the provision, e.g., if all the children have individually diagnosed tasks for the full five minutes, score 10; if 70% of the children, score 7. For the second two categories, (ability grouping and grouping-unclear) the size of the groups is the main consideration. If the class is divided in half, score 3; if in thirds, score 5; if in fourths, score 7; if more than four groups, score 10.

In each category the weighting is proportionately lowered according to the amount of time that the provisions are not evident. Thus, if the provisions are evident for only half the interval the weights would be halved.

1. Individual Tasks - Diagnosed - Clear indication of individualization of tasks on the basis of learning levels. The greater the proportion

of children assigned such tasks the higher the weight. For example, if each student has a separate task, apparently assigned on the basis of learning level, (e.g., programmed materials), this category would receive a weight of ten. If only a few children have differentiated learning tasks, the weight in this category would be a two or three.

2. Individual Tasks - Unclear - There is some differentiation of tasks but it is not clear to the observer that this differentiation is based on the diagnosed needs of the pupils. For example, if several children have a panel discussion, score two or three. Students may have the same general task, but within that framework are allowed some leeway for individual differences. For example, if all children must turn in a book report, but each may select the book he wishes to report on, score ten.

3. Ability Grouping - Clear indication of group differentiation on the basis of diagnosis. The smaller the groups, the higher the weighting. If all children are left with procedures (attention) except for an ability group of 3 or 4, this category would receive a 3 or 4 weight at the most, with other points being distributed appropriately. If there are several small ability groups, each having a separate task, the weight would go higher.

4. None - Reflects both the proportion of children whose differences are not provided for and the proportion of time in which there is no provision for individual differences.

Example: Interval 1: The teacher has all the students write an essay on a recent experience each has had (weight for individual differences unclear). As the class writes she gives a special assignment to one pupil in an area where he is having difficulty (weight for individual tasks - diagnosed). Interval 2: After the essays are completed, she delivers a brief lecture on mathematics (weight for 'None'). Interval 3: After the lecture is completed, she divides the class in two, having one group work at the board and the other group working at their seats until they can work at the board. At the same time, she works with a small group of children who are having problems (weight for grouping - unclear and for ability grouping). This sequence is recorded as follows:

V. Individual Differences

| | 1 | 2 | 3 |
|---|---|---|---|
| 1. Indiv. Tasks - Diagnosed | ✓ 1 | | |
| 2. Indiv. Tasks - Unclear | ✓ 9 | ✓ 4 | |
| 3. Ability Grouping | | | ✓ 3 |
| 4. Grouping - Unclear | | | ✓ 6 |
| 5. None | | ✓ 6 | ✓ 1 |

VI. Help - How much help does the teacher provide to individuals?

1. Help - The basis for scoring this category is the percentage of teacher time spent helping individuals, regardless of the number of children reached. For example, if she helps either one child or several children individually for four minutes of a five minute period, she receives a score of eight; for three minutes of helping, a six; etc.

2. No Help - The percentage of time in a given five-minute block that the teacher is not helping individuals.

VII. Feedback - How is feedback provided for?

Feedback is defined as any information provided to the pupil which evaluates his response or helps him evaluate his response in conjunction with the learning activity. Does not include discipline. This section is scored on the basis of two variables: 1) how many children receive feedback and 2) how much feedback is received. For example, the teacher may make a few statements to the class as a whole--weight two or three. The weighting would go higher if more extensive feedback were given to a few or several children and to 10 if during the entire interval many pupils received extensive feedback.

1. Children - Provide feedback for one another; e.g., evaluative discussions, correcting papers, comments on one another's work.

2. Procedure - Feedback provided by the materials; e.g., programmed readers.

3. Teacher - Oral or non-oral feedback; e.g., nods, smiles, praise, criticism, corrected papers.

4. None - No provisions evident. While the above categories indicate the presence and type of feedback provided, this category indicates in what proportion feedback for most of the children exists; e.g., there may be teacher feedback to one student and checked accordingly, but no feedback to the rest of the class with none weighted heavily.

Example: Interval 1: The majority of the class are using programmed readers which have the correct answers in a column on the left hand side of the page, so that the children can check their responses as they go along (weight for procedures). Another child and the teacher go around helping students who are having difficulty (weight for children and for teacher). One child is silently reading a library book (weight for none). Interval 2: After one minute, the teacher interrupts to give a lecture on misbehavior (weight none); after which in Interval 3, she gives answers to a prior test (weight teacher). This sequence is recorded as follows:

VII. Feedback

| | 1 | 2 | 3 |
|---|---|---|---|
| Children | ✓ 1 | ✓ 1 | |
| Procedures | ✓ 6 | ✓ 1 | |
| Teacher | ✓ 2 | ✓ 1 | ✓ 8 |
| None | ✓ 1 | ✓ 7 | ✓ 2 |

VIII. Inappropriate Responses - How much behavior not related to and distracting from the learning activity occurs?

1. Irrelevant Behavior - May disturb individuals, but not class as a whole, e.g., doodling, note passing, whispering. This includes enthusiastic involvement if it begins to disturb a few other pupils. Also includes a child's private, sporadic inattention. Do not (with one exception) use the teacher frame of reference, e.g., while she may consider poor posture and gum-chewing as inappropriate behavior, do not score it as such because it does not necessarily distract the child from the learning activity.

   The teacher's frame of reference is used only when there is no learning activity. For example, the teacher tells the class to sit quietly with hands folded. Most of the children respond appropriately and the score for irrelevant behavior is low. The observer notes on the schedule that no learning activity was available (as noted earlier, if there is no learning activity for a sufficient length of time, all children are scored as non-attenders).

   It is assumed that irrelevant behavior always exists, and therefore, that this category must always receive a weighting of at least one so that the teacher's response to it can be recorded.

2. Disruptive Behavior - Has the potential of disrupting the learning activity of the class as a whole (not to be inferred from teacher response, but pupil behavior): e.g., fighting, shouting, excessive argumentation, enthusiastic involvement which becomes disruptive. If the behavior actually disrupts the class, the weighting goes up.

3. No Inappropriate Behavior - Weighted to give sum of 10.

IX. Irrelevant Behavior - Teacher Response - How does the teacher respond to the irrelevant behavior which occurs? Even though the teacher responds infrequently in this way, her behavior is categorized independently of the amount of pupil behavior. For example, a teacher who responds to all irrelevant pupil behavior, even though it is infrequent, receives a higher weighting in the appropriate response category (other than ignores) than the teacher who responds infrequently to a good deal of irrelevant behavior. Thus, this category reflects the teacher's mode of dealing with such behavior when it occurs, regardless of its frequency.

1. Hostility-Reprimands - Hostile or punishing responses on the part of the teacher, including exclusion, threats, angry tone of voice.

2. Direct Control - Rather matter of fact "shape-up" statements. May include mild moralizing; e.g., statements about politeness.

3. Distracting-Humor - Short term response to break up the behavior, either by distracting the child with a new task or by humor.

4. Changing Activity - Real change in lesson plan. Used usually in response to the class, as opposed to a few students, getting out of hand.

5. Empathic Behavior - Some statement indicative of understanding how the pupil feels or why he is behaving inappropriately; e.g., expression of sympathy or admission of similar feelings.

6. Ignores - Self-explanatory

X. Disruptive Behavior - Teacher Response. Same six categories as in Section VIII.

Description of learning activity: What is the lesson plan? A brief account written by the observer. Includes subjective comments, interesting incidents, etc.

## OBSERVATION MANUAL - DEFINITIONS OF RATINGS

The ratings are judgments as to the qualitative aspects of the lesson. The ratings indicate where on the general spectrum of teachers and classes a particular teacher and class fall. The scale mid-point '4' indicates either the median or the fact that there is not enough behavioral evidence upon which to base a judgment.

### 1. Ratings - Teacher

Praises and Encourages: Provides both to individuals and/or class as a whole. Is not the same as warm - friendly, though the variables are related.

Warm - Friendly: Has much apparent friendly interaction with pupils as opposed to aloof or hostile interaction. (It is irrelevant whether or not the observer believes this to be genuine or not.)

Personal Control: Attempts to control moment to moment behavior of pupils with regard to activities not clearly demanded by the learning activity; e.g., posture, whispering, movement around room, gum chewing.

Positive about Children: Optimistic orientation - conveys to children that they are capable. (Proved inadequate - too little classroom evidence.)

Confident as Teacher: Self-assured in teaching role as opposed to anxious.

Committed as Teacher: Evidence of planning, concern with teaching and personal identification as a teacher as opposed to laziness, carelessness.

Appropriate Communication: Uses language appropriate as to both difficulty level and cultural usage, as opposed to "baby talk" or difficult vocabulary, and as opposed to "dated" expressions. Understands pupils' language. Must be judged partly in terms of pupil reaction.

Academic Control: Highly structured, controlled lessons; extent to which children's moment to moment classroom learning behavior is determined by teacher.

Personal Enthusiasm: Vivacious, enthusiastic and active as opposed to dull, lethargic.

Sensitivity: Responsive to individual pupil differences in personality or in personal needs.

## II. Ratings - Class

**Noisy:** Disruptive, irrelevant noise.

**Friendly: Pupil - Pupil:** Overall atmosphere. Positive interaction between pupils as opposed to hostility.

**Pupil - Teacher:** Positive interaction from pupils towards teacher, as opposed to hostility. Measure of how much children like teacher.

**Anxious:** Tension, fear, physical signs of stress. (Difficult due to presence of emotionally disturbed individuals.)

**Dependent:** Evidence of need of a teacher's guidance as opposed to self-determination. (Provided little differentiation among these classes.)

**Spontaneous - Relaxed:** Pupils feel free to give opinions, offer information or personal or emotional reactions to the learning activity, which are neither disruptive nor excessively irrelevant.

**Attentive:** Pays attention and is involved in learning activities.

## APPENDIX B

## STEP OBSERVATION SCHEDULE - TECHNICAL MANUAL

### Development

Development of the STEP Observation Schedule began in the summer of 1967 at which time the research coordinator visited several classrooms during the summer program held in the Sausalito School District. The purpose of these initial visits was to determine whether or not the theoretical model and the categories which derive therefrom appeared to have suitability for systematically observing the classroom behavior of teachers and pupils. Following these visits discussions were held with an experienced teacher (William Hughes) which led to several revisions.

From these initial observations and discussions, the preliminary form of the observation schedule emerged. The next steps were taken during the following December when three research assistants were acquainted with the system subsequent to a few preliminary observations which they made in elementary classrooms. A great deal of time was taken in clarifying the meanings of the categories and in discussing how various teaching situations recalled, observed or theoretical could be handled within the observation system.

During the two months of January and February, a total of 37 class sessions of a minimum length of 20 minutes were observed by the team of observers (in most cases all four observers, in some instances only three). Twenty-one teachers were involved during this period in four schools. In the San Francisco Unified School District the Frederic Burk School, a demonstration school adjacent to the San Francisco State College campus, and the Raphael Weill School, a target-area school in the Western Addition, were used. In the Sausalito School District, Martin Luther King and Central Schools were used. The grades represented were from grades one through seven.

During this period the focus was on the appropriateness of the schedule in a variety of teaching situations with different grade levels, different types of pupils and different teacher styles. During this period the schedule underwent five major revisions and several of a lesser nature. It may be of interest to describe some of the major problems encountered in using the schedule and resulting changes made.

Variable 1 - Attention - Teachers. The major changes on this variable involved 1) the addition of the "Question-asking" and "Lecturing" categories which appeared necessary because of their prevalence in teaching; 2) the deletion of a "Non-Verbal Compulsion" category, primarily as the result of too little differentiation among teachers; 3) deletion of a "Personal Enthusiasm" category on the grounds of its being insufficiently behavioral and hence creating great difficulties in agreement among observers; 4) redefinition of a "Verbal Seduction" category as the "Selling" category, and 5) redefinition of a "Non-Verbal Seduction" category to refer more specifically to use of materials and procedures. In addition, toward the end of the development, the "No Attempt" category was added.

Variable 2 - Response - Teacher. The major changes which evolved in connection with this variable included 1) the sub-division "For the Many" and "For the Few" in three of the categories on the grounds that it was important to make the distinction in terms of how many children were being affected by the technique; 2) the combination of the "No Opportunity" and "Prevents" categories into one, and 3) the eventual deletion of the category which referred to "Physical Arrangements" in the room on the grounds that it was too difficult to objectify sufficiently.

Variable 3 - Attention - Pupils. This phase of the schedule presented considerable difficulties and consequently a variety of procedures were tried. Within psychology the concept "attention" has not proved susceptible to easy definition or study, involving as it does, some basic issues such as 1) whether "attention" implies an external stimulus and 2) how it may be inferred from behavior. For our purposes we define "attention" as a hypothetical construct as follows: A person is said to attend to a stimulus when said stimulus activates neural activity in the higher brain structures, i.e., above the basal ganglia and the activity so generated results in a modification of behavior (immediate or delayed). This modification may be transitory, i.e., does not necessarily imply that learning takes place. An essential part of teaching is held to consist in arranging for the pupil to attend to external stimuli designed to promote learning, i.e., relatively permanent changes in direction.

Assessment of attention is clearly no easy matter -- even within the neurological context. As applied to teaching, all teachers are aware that a pupil may appear to attend (as for example in reading), yet subsequently give evidence of no behavior change and strongly suggesting that the stimuli had no effect on him (as for example in being unable to correctly answer any question about the reading material). Conversely, a pupil may appear to be inattentive yet subsequent behavior may strongly suggest that he had been attending, (as in the case of a pupil looking out the window during a discussion yet suddenly making a major contribution to it).

Despite these problems, it is considered that an important measure of classroom activity is the extent to which pupils "appear" to be attending to intended stimuli. Thus, our operational definition of classroom attention is that the pupil's sensory apparatus is directed toward intended stimuli in such a way that it is likely that said stimuli can have an effect on him."

In addition to evolving (after considerable effort) the current definition as to what would be considered evidence of attention, the team tried a variety of techniques for estimating its extent. The initial form attempted to combine an estimate of the number of children attending and the proportion of time they attended during the interval. Although several different numerical categories were tried this procedure proved too complicated and cumbersome. Consequently, one of the forms which evolved handled this problem by shifting the focus entirely to the number of pupils who were not attending during most of the interval and permitted the observer to focus directly on this question by only utilizing this category in alternate periods, alternating with the "Attention - Teacher" category. Thus, in the first interval, the observer would focus on the techniques used by the teacher and in the second interval upon the number of pupils who were not attending and would continue to alternate thusly for as many intervals as were observed. This adaptation proved extremely beneficial in clarifying the categories and in training the observers (and perhaps should be used in training others to use the schedule). Subsequently, however, it proved possible to obtain judgments on both of these major variables within the same interval which is highly desirable since a substantial amount of information is lost in the alternation of time periods.

Variable 4 - Responders. The principal difficulty here involved establishing a definition of what would constitute a scorable response made on the part of the pupil. As will be noted in the manual, the final definition includes overt responses judged "appropriate" to the learning activity (not necessarily correct) which could be evaluated (though they need not be). Specifically excluded are purely management responses preparatory to or concomitant with "learning" responses. Included here are such responses as hand-raising, opening book, sharpening pencil, asking directions, etc. Here again, in one of the forms, an alternating interval approach was tried but once again it proved feasible in the final form to obtain judgments in both the Response - Teacher and Response - Pupil categories within the same interval.

Variable 5 - Individual Differences. The categories were modified substantially in relation to this variable. Separate categories were set up for the two grouping possibilities, i.e., Ability Grouping and Grouping - Unclear. A procedures category was deleted since various procedural provisions for individual differences can be incorporated into the resulting categories. A category providing for evidence of effort on the part of the teacher to provide for individual differences outside of class was deleted on the grounds that it is too difficult for observers to obtain such information reliably. Lastly, an "Individualizing" category was divided into the "Diagnosed" and "Unclear" categories.

Variable 6 - Help - No Help. This variable was added rather late in the development since it seemed to get at a dimension of teacher behavior which was not adequately dealt with within the prior categories and which seemed to us to be of considerable importance.

Variable 7 - Feedback. The principal developments with regard to the feedback variable consisted of delineation of the definition of feedback and in particular the weightings which would be assigned based on number of children receiving feedback and the length of time, as described in the manual. In addition, a distinction between teacher-oral feedback and teacher non-oral feedback was dropped.

Four major variables used on the initial form were deleted as the form evolved, these being "Delay in Feedback," "Pupil Use of Feedback," "Interaction," and "Classroom Tone." The first two were deleted because it proved impossible to arrive at workable definitions of these variables which provided meaningful data, the principal problem being that it is very difficult to define categories here which are behavioral. The degree of knowledge required to assess the delay in feedback is considerable and the degree of inference in assessing how pupils use feedback proved to be such as to preclude adequate observer agreement. The latter two categories were considered to be judgments which could be treated just as adequately as ratings; the attempts to spell out more behavioral definitions seemed to add little. Consequently, they were deleted.

Three other variables not to be found on the original form were added as the instrument evolved; these being "Inappropriate Responses," "Irrelevant Behavior-Teacher Response" and "Disruptive Behavior-Teacher Response." Although these variables do not fit as neatly into the original learning model, they are of considerable importance in the teaching endeavor and in particular in target-area schools where, by comparison with middle class schools, the degree of both irrelevant and disruptive behavior is considerably higher. Thus, it seemed necessary to include both a variable permitting assessment of the extent of these behaviors and an attempt to describe how the teacher handled each of these types of pupil behavior. One of the difficulties which we have not been able to resolve in this connection pertains to the fact that the latter two variables are not easily interpretable as independent of the first; i.e, the way in which the teacher deals with the irrelevant or disruptive behavior is to some degree a function of the extent to which such behavior occurs. In interpreting these latter two variables therefore, one must incorporate the preceding variable. Thus, it is important not only to note that one teacher may use predominately direct control for handling irrelevant behavior whereas another primarily ignores it, but also to consider this in connection with the extent of such behavior which exists in the classroom.

The procedure during the two months period during which the instrument evolved consisted of the scheduling of observations which all or most of the research team attended, followed immediately by extensive discussion of what had occurred and how it had been scored. Initially the scoring which was done in class would be done in a non-independent fashion with different observers checking to see how others had scored and with some discussion of the behavior as it was occurring. This then would be followed by a more elaborate discussion after the period had ended. After approximately 15 such observations, members of the team began scoring independently, again followed by detailed discussion immediately following the observation, at which times, a number of decisions as to how particular teacher behaviors would in the future be scored were made and additional definition and clarification of the categories was done.

It may be of some interest to report that at the outset one of the three research assistants was quite favorably disposed to this general approach, having had experience as a teacher and being positively inclined toward a scientific approach to the study of teaching. The other two, however, were extremely sceptical as to the merits of such an approach at the outset, partly on the grounds that such systems impose artificial restraints and labels upon the complexity of human behavior and partly because of a willingness to place more trust in their own feelings as to what was occurring in teaching than in a more behavioral approach. At the end of the academic year, after which the system had evolved and had been used extensively to observe both experienced teachers and student teachers, both of these assistants expressed considerably more enthusiasm for the scheme, one of the two being extremely supportive of its value and the other retaining some reservations but feeling that use of such a system not only for research but in the training of teachers would have considerable value.

Once the schedule, in essentially its present form, had been worked out, it was used in two ways during a ten-week period, beginning approximately March 1, 1968. First, a group of five experienced teachers in one school, teaching in grades two through five, was observed as frequently as feasible for the purpose of determining whether or not systematic differences in teaching style seemed to be revealed by the schedule. Eventually it proved possible to get a minimum of two and a maximum of four observation periods on these five teachers. This, of course, is an exceedingly small sample of observations for detecting consistent differences among teachers. It does, however, provide a basis for assessing observer agreement in a particular observation session and provides some preliminary information as to the possibility of assessing individual differences in teaching style.

In Figure A is presented for illustrative purposes an example of the extent of agreement among the four observers on a particular observation period. This example was not selected as being [illegible] unusual in extent of observer agreement. It will be noted that for the most part agreement seems quite satisfactory though there are differences in the ratings assigned by the four observers.

Figure B portrays two different teachers; one of whom was observed on four occasions and the other on three occasions. In each instance the values plotted represent the averaging of scores if more than one observer was present. It will be noted that with this limited sampling of observations, there are some seemingly marked differences in the teaching style of the two teachers though one would, of course, need more observation sessions in order to verify them. It is also clear that each of the two teachers' behavior does vary from one observation period to another as one would expect; though one teacher appears to be a good deal more variable than the other.

Figure C provides a contrast among the five teachers where the values for each teacher are averages based on all observations available for the teacher. Once again, rather impressive differences appear and are suggestive of differences in teacher style.

The second use to which the Observation Schedule was put was that of collecting observations on the student teachers in this year's STEP program. It was originally intended to collect a minimum of six observations on each of the 33 students. The exigencies of a training program, however, prevented this plan from reaching fruition. The principal problem from the research standpoint was the difficulty in being able to observe a student teacher dealing for a significant period of time with all or most of the class, a requirement which we had originally set up. Some students began teaching most of the

the class relatively early in the student teaching experience, others not until quite late in the experience. In addition, difficulties arising in part from lack of adequate communication between members of the research staff, members of the STEP instructional staff, supervising teachers and the student teachers resulted in both a lack of efficiency in arranging observations and a certain amount of ill will on the part of at least some of the persons involved. The major complaint voiced by students was one which, from their point of view, seems eminently sensible. Finding their teaching experience a difficult one, they were actively seeking assistance from any quarter and felt it only appropriate that researchers spending time observing them in the classroom provide some feedback to them which would be helpful. From an Evaluation and Research standpoint this was not possible, both because some of the Research Staff did not feel qualified or competent to provide such help and also because it would have violated one of our pledges, both to students and others, that information collected for research purposes would not be shared for any purpose which might have to do with grading or otherwise evaluating students. Furthermore, it was felt that a detailed description of the observation schedule might bias subsequent observations in that students might attempt to "play to" the instrument. This position had been explained to the students at the beginning of the program but obviously was either not effectively communicated or considered unsatisfactory by a number of students. As a result of these factors and inevitable exigencies of dealing with a variety of crises in the schools, the hoped-for design of observations was not accomplished. It was, however, possible to obtain a minimum of two and in most cases, three to five observation sessions on each of the student teachers.

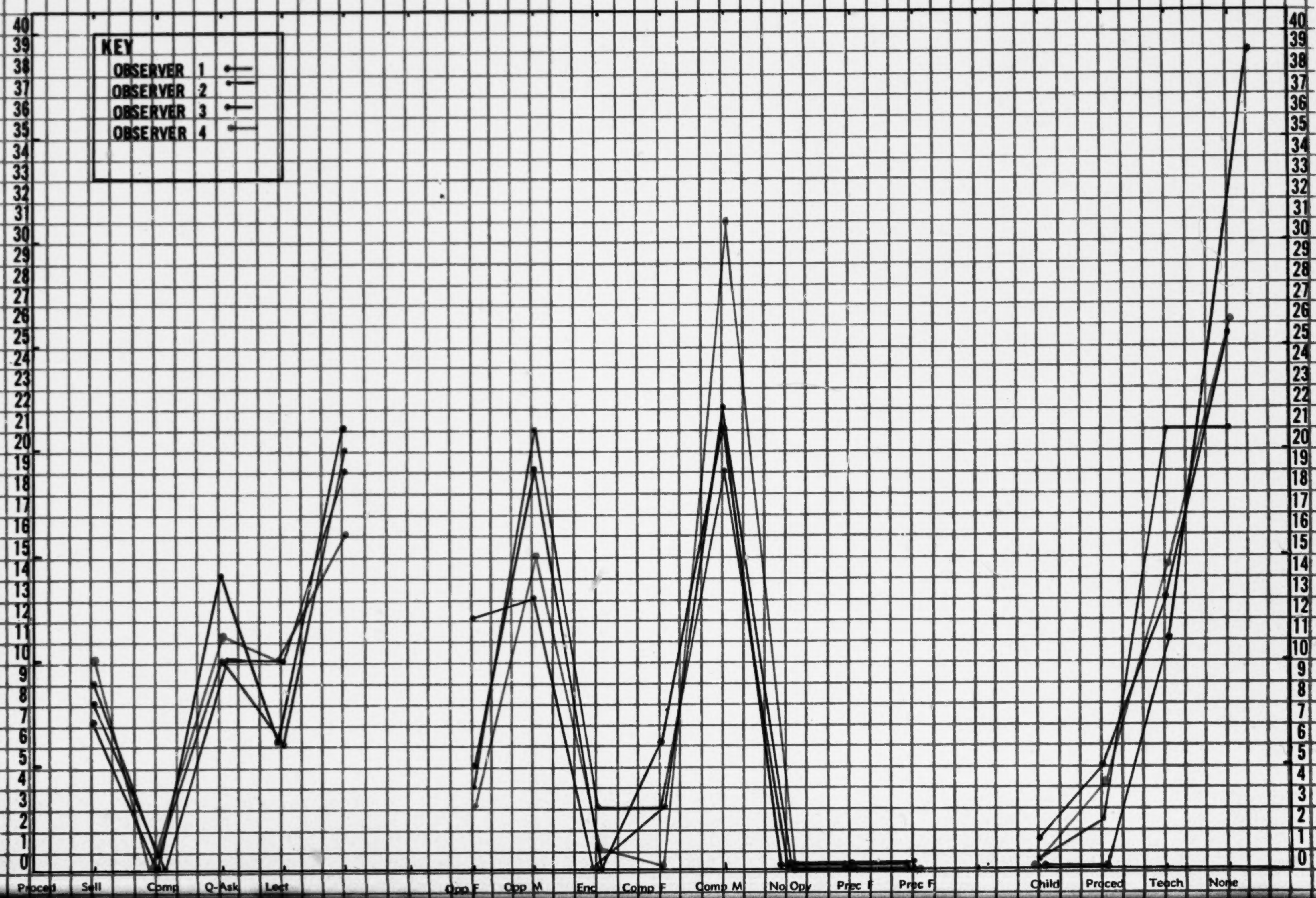
These data have been used in three ways. The first is to again provide preliminary data on the effectiveness of the schedule in distinguishing teaching styles. It is evident that a great deal of variation existed among the student teachers across the observations which we collected. We are exceedingly reluctant to use this information as indicators of the students' typical teaching style or teaching pattern, both because of their relative lack of experience in teaching and because of the constraints imposed by the student teaching situation itself. They are nonetheless helpful in demonstrating that the schedule is sensitive to variations in what occurs in the classroom.

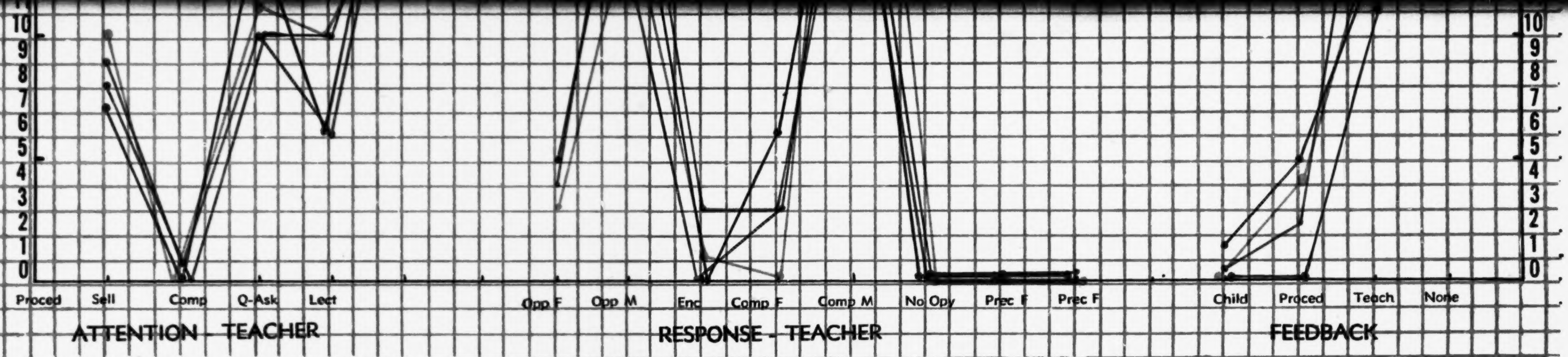
The second purpose of these observations was to test whether or not, in spite of the extreme limitations previously mentioned in making interpretations from these data, the resulting scores do in fact show relationships with other assessments of these student teachers by supervisors, other staff and pupils, and whether, in addition, they show any relation to the information collected on entrance into the program which would support the use of this information for selection purposes. Thus, the STEPOS measures were included in the correlation studies discussed elsewhere (Final Report 1967-68, Sec. VI).

The third purpose served by these data is further assessment of observer agreement. Since in most instances two observers were present for the observations of student teachers, it was possible to determine correlations among pairs of observers for those observations which they shared in common. Thus, such correlations were computed for all observations which particular pairs had accomplished jointly in sufficient numbers to warrant analysis. In interpreting these correlations, certain factors must be kept in mind. The first is that

| OBSERVER | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| NON-ATTENDERS: | 15 | 12 | 11 | 26 |
| RESPONDERS | 1:99 | 76 | 78 | 94 |
| C: | - | - | - | - |

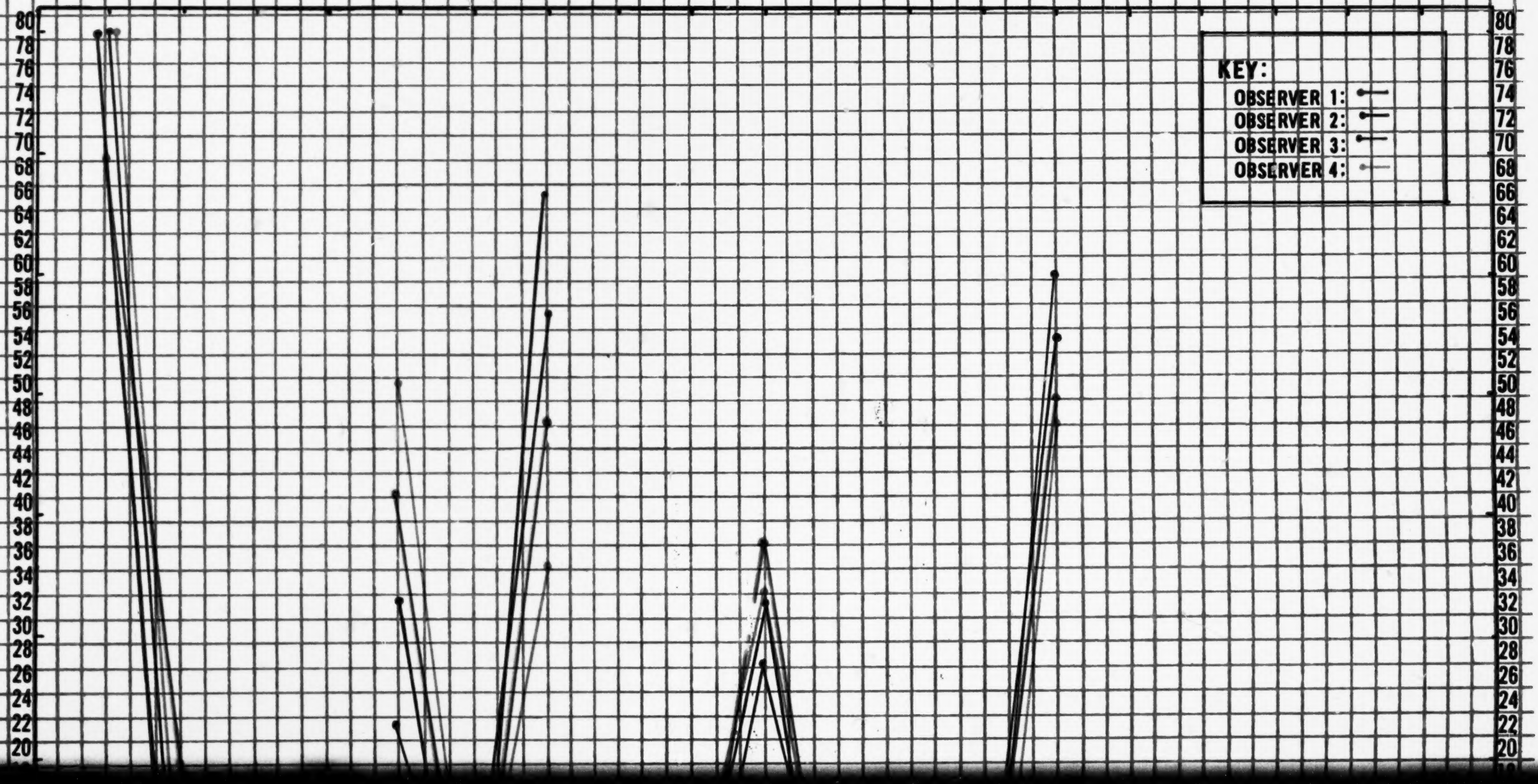
FIG. A STEPOS:
OBSERVER AGREEMENT ON
ONE OBSERVATION PERIOD.





10
9
8
7
6
5
4
3
2
1
0
Proced
Sell
Comp
Q-Ask
Lect
ATTENTION - TEACHER
Opp F
Opp M
Enc
Comp F
Comp M
No Opy
Prec F
Prec F
RESPONSE - TEACHER
Child
Proced
Teach
None
FEEDBACK

FIG. A CONT'D.



80
78
76
74
72
70
68
66
64
62
60
58
56
54
52
50
48
46
44
42
40
38
36
34
32
30
28
26
24
22
20
KEY:
OBSERVER 1:
OBSERVER 2:
OBSERVER 3:
OBSERVER 4:

FIG. A CONT'D.

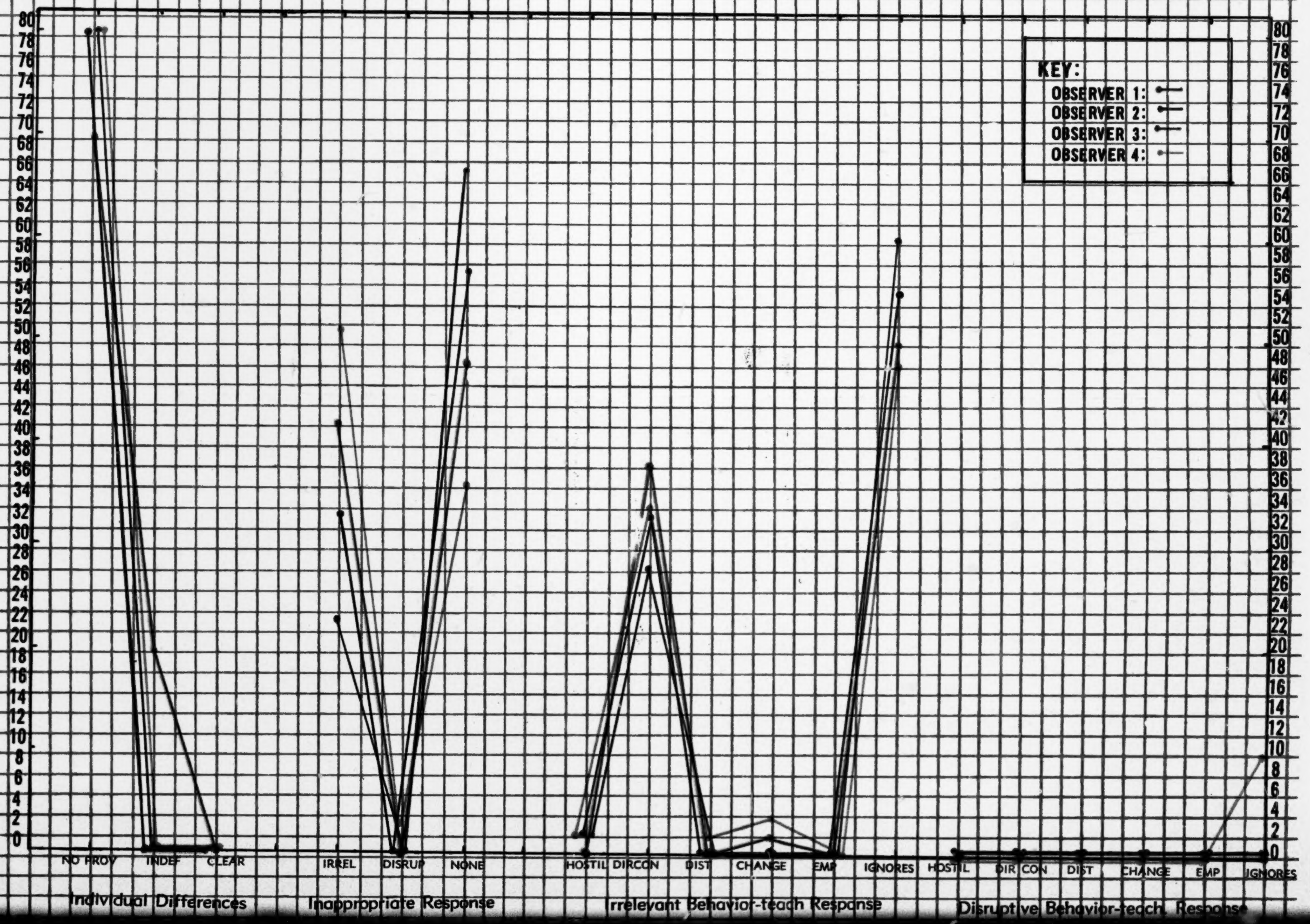

ATTENTION - TEACHER
RESPONSE - TEACHER
FEEDBACK
KEY:
OBSERVER 1:
OBSERVER 2:
OBSERVER 3:
OBSERVER 4:
0
2
4
6
8
10
12
14
16
18
20
22
24
26
28
30
32
34
36
38
40
42
44
46
48
50
52
54
56
58
60
62
64
66
68
70
72
74
76
78
80
NO PROV
INDEF
CLEAR
IRREL
DISRUP
NONE
HOSTIL
DIRCON
DIST
CHANGE
EMP
IGNORES
HOSTIL
DIR CON
DIST
CHANGE
EMP
IGNORES
Individual Differences
Inappropriate Response
Irrelevant Behavior-teach Response
Disruptive Behavior-teach Response

FIG. A CONT'D.

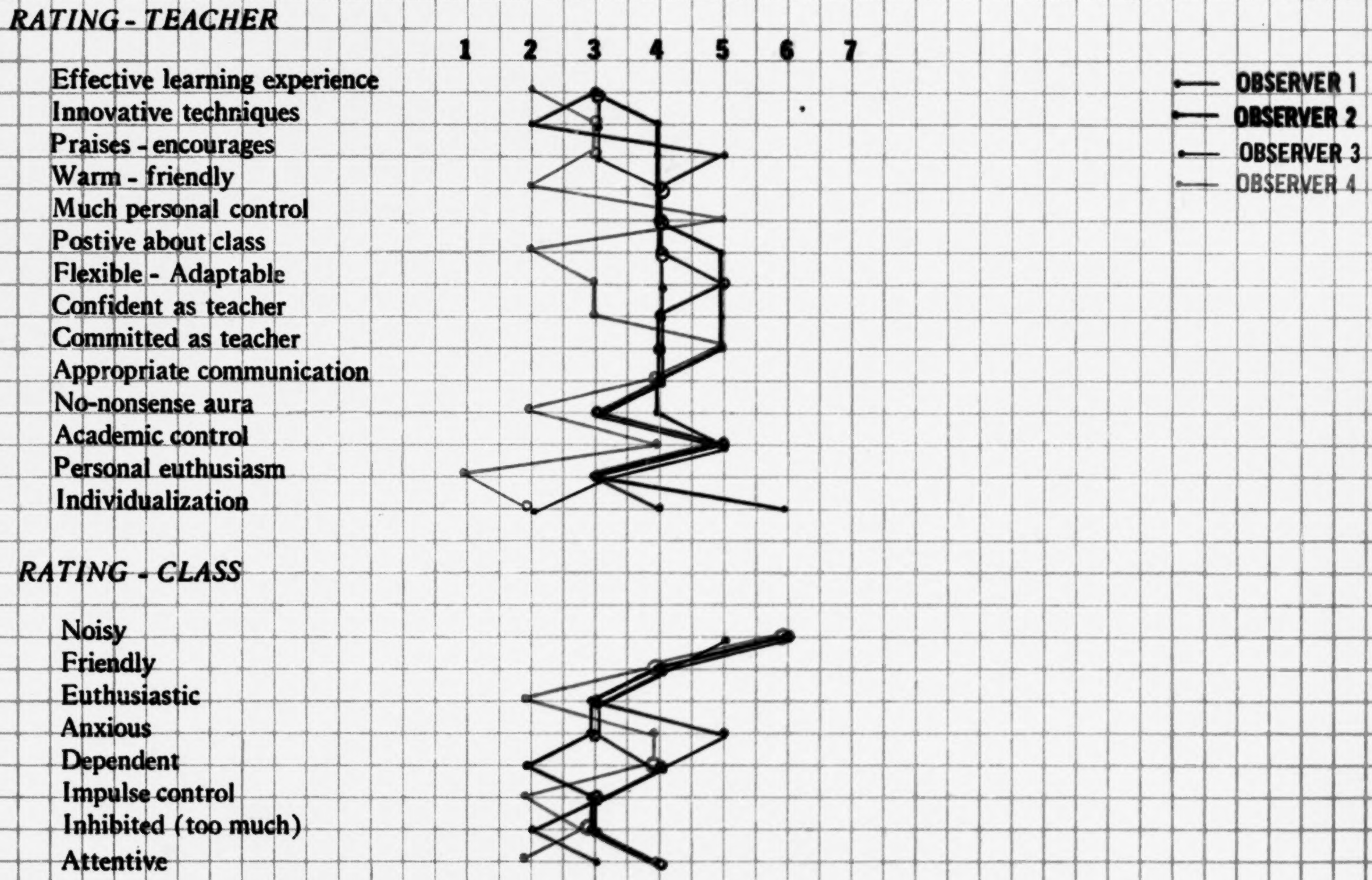
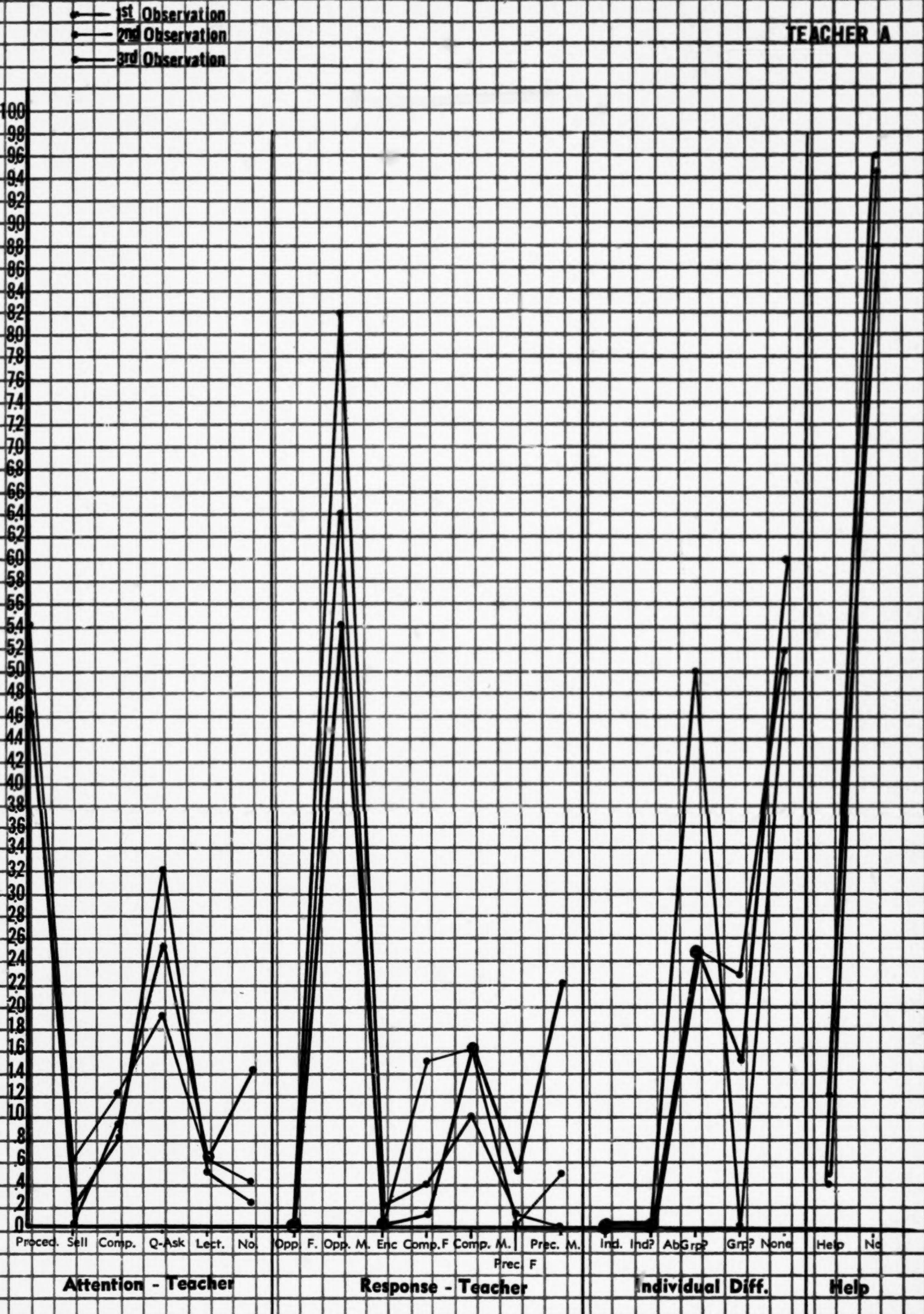
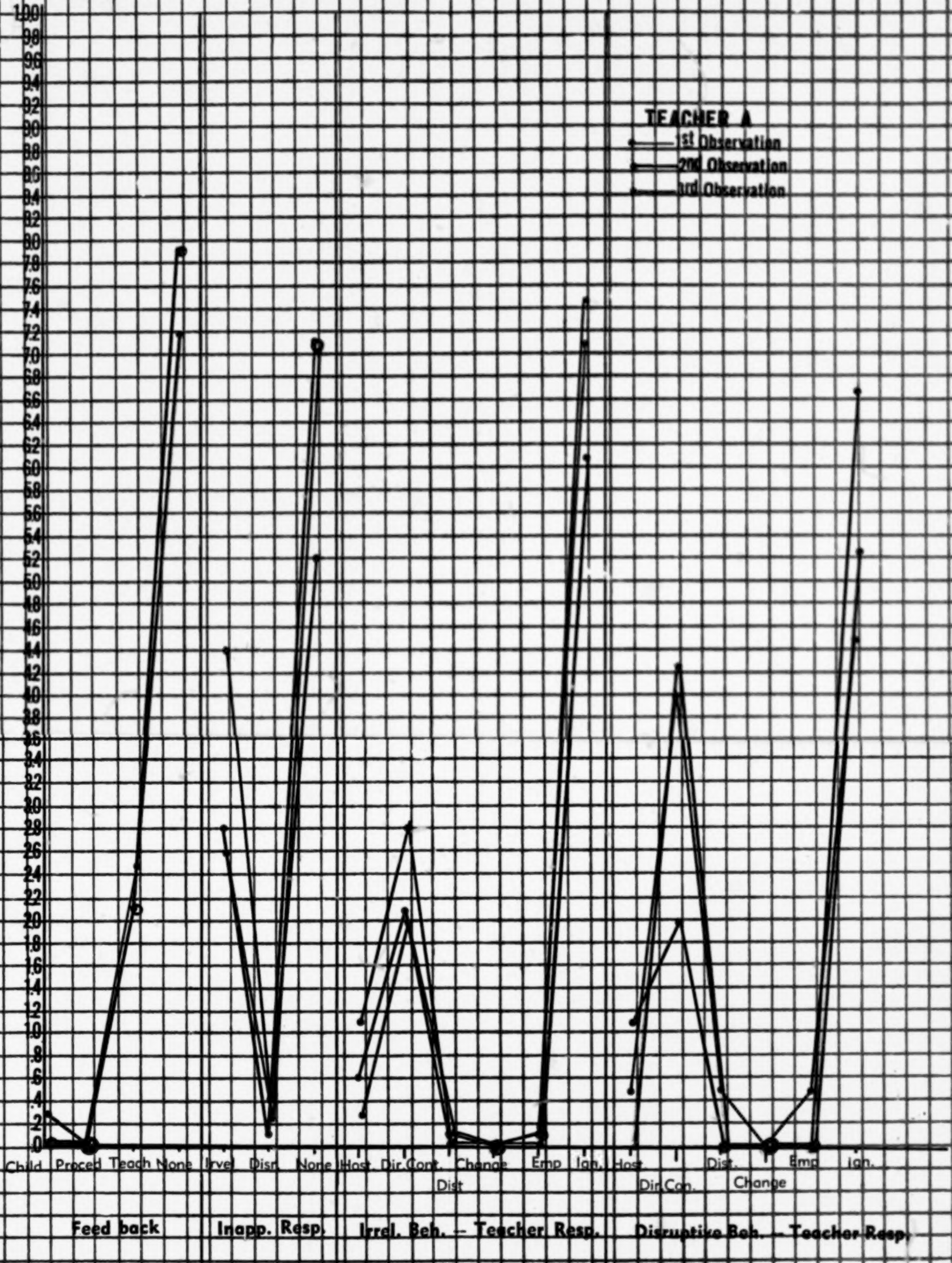

RATING - TEACHER
1
2
3
4
5
6
7
Effective learning experience
Innovative techniques
Praises - encourages
Warm - friendly
Much personal control
Postive about class
Flexible - Adaptable
Confident as teacher
Committed as teacher
Appropriate communication
No-nonsense aura
Academic control
Personal euthusiasm
Individualization
RATING - CLASS
Noisy
Friendly
Euthusiastic
Anxious
Dependent
Impulse control
Inhibited (too much)
Attentive
OBSERVER 1
OBSERVER 2
OBSERVER 3
OBSERVER 4

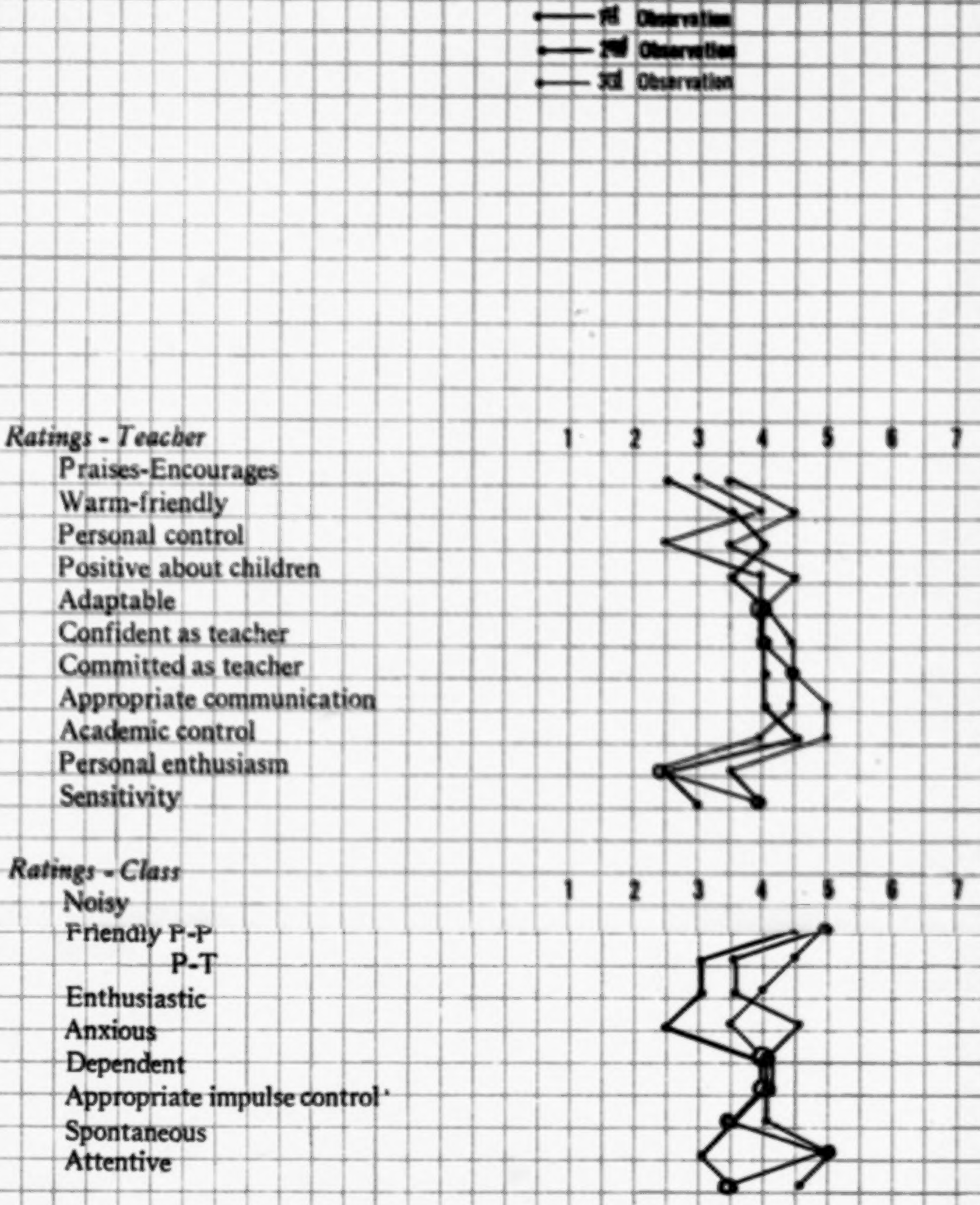
FIG. B

TEACHER A



CONT'D.


TEACHER A
1st Observation
2nd Observation
3rd Observation
100 98 96 94 92 90 88 86 84 82 80 78 76 74 72 70 68 66 64 62 60 58 56 54 52 50 48 46 44 42 40 38 36 34 32 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 0
Child
Proced
Teach
None
Irrel
Disn
None
Host
Dir.Cont.
Dist
Change
Emp
Ign.
Host
Dir.Con.
Dist.
Change
Emp
Ign.
Feed back
Inapp. Resp.
Irrel. Beh. — Teacher Resp.
Disruptive Beh. — Teacher Resp.



**AVERAGE PERCENTAGE PER PERIOD**

| | | | | |
|---|---|---|---|---|
| Non-Attenders: | | 9.6% | 31.4% | 14.0% |
| Responders | I: | 70. % | 58.5% | 76.0% |
| | C: | 1.1% | 0. % | 2. % |

FIG. 8 CONT'D

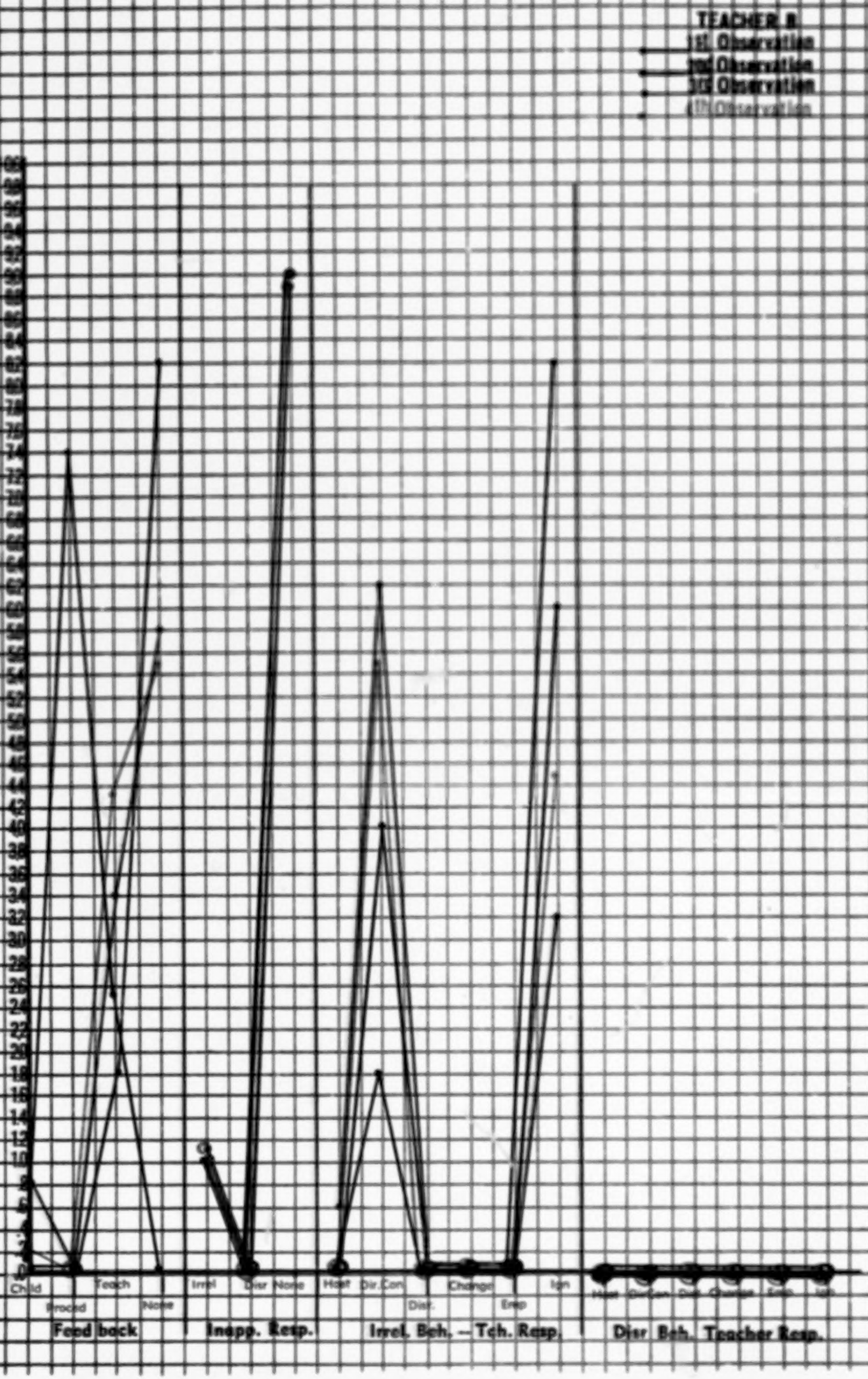
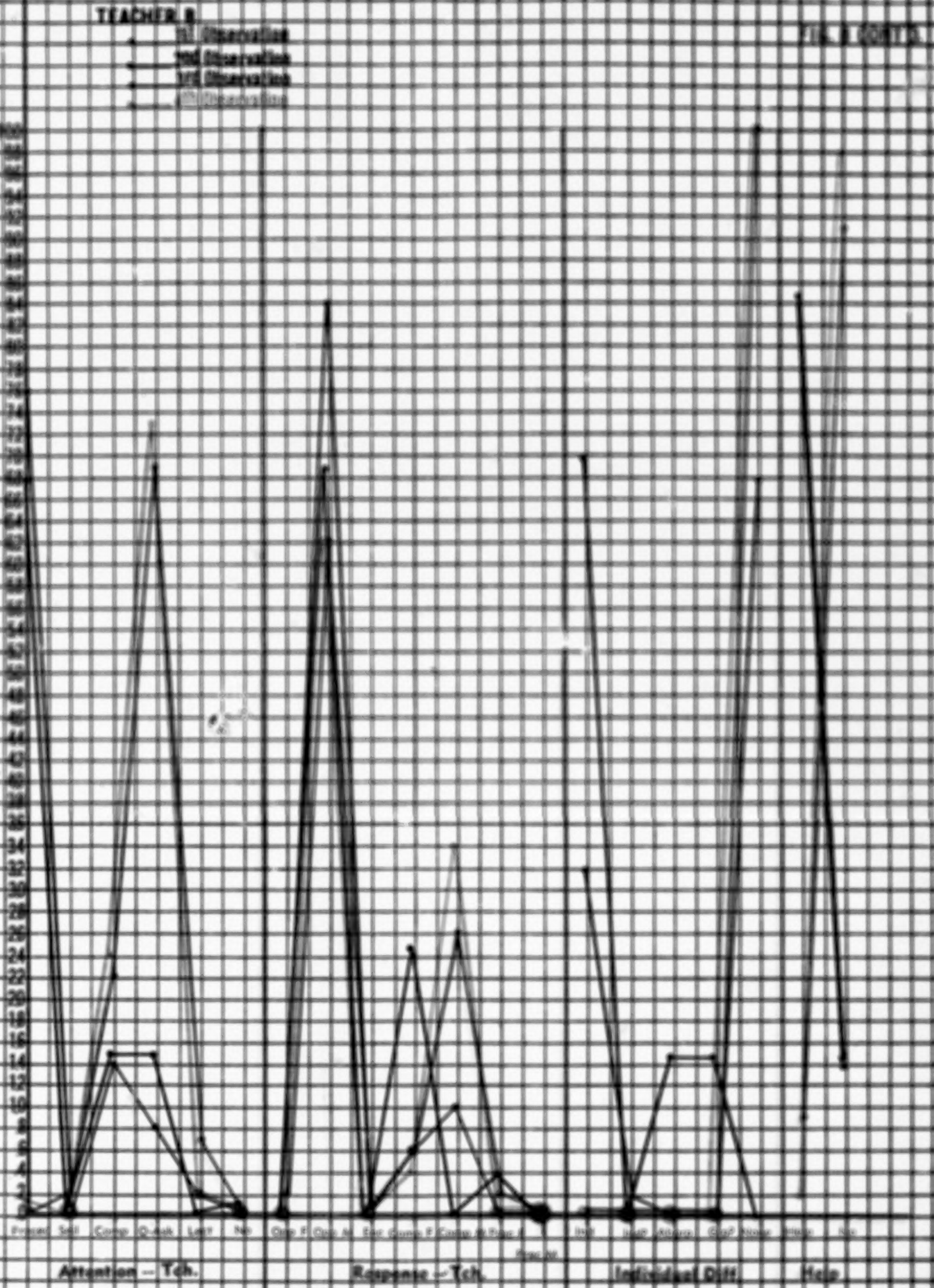
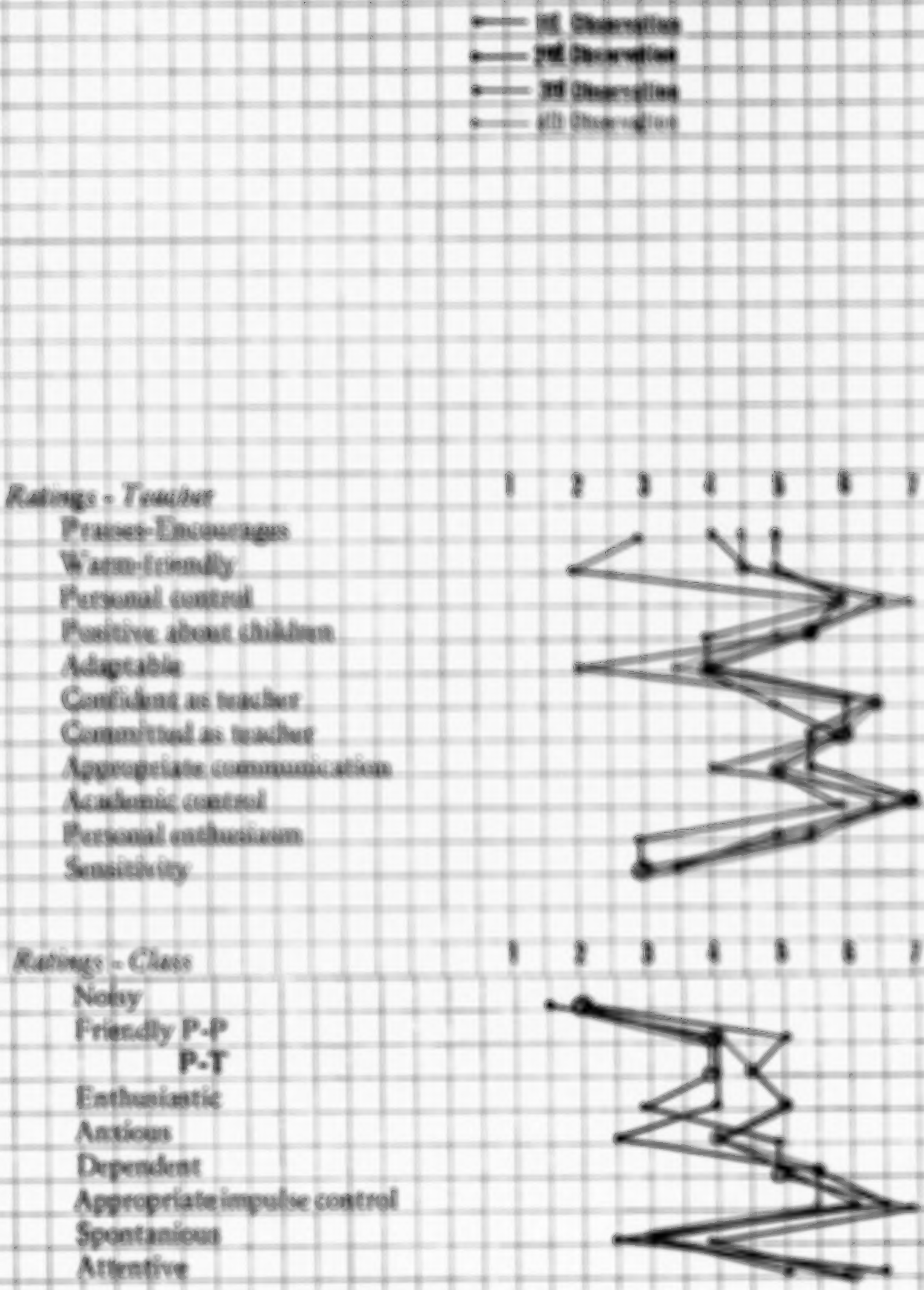

TEACHER B
1st Observation
2nd Observation
3rd Observation
4th Observation
100
0
Child
Procd
Teach
None
Irrel
Disr
None
Halt
Dir. Con
Dist.
Change
Emp
Ign
Halt
Dir. Con
Dist.
Change
Emp
Ign
Feed back
Inapp. Resp.
Irrel. Beh. -- Tch. Resp.
Disr. Beh. Teacher Resp.

FIG. 8 CONT'D.


TEACHER B
1st Observation
2nd Observation
3rd Observation
4th Observation
Proced
Self
Comp
Q-ask
Lect?
No
Opp F
Opp N
Enc
Comp F
Comp N
Prac
Prac Nt
Ind?
Indif
Abvrs
Grp?
None
Help
No
Attention — Tch.
Response — Tch.
Individual Diff.
Help

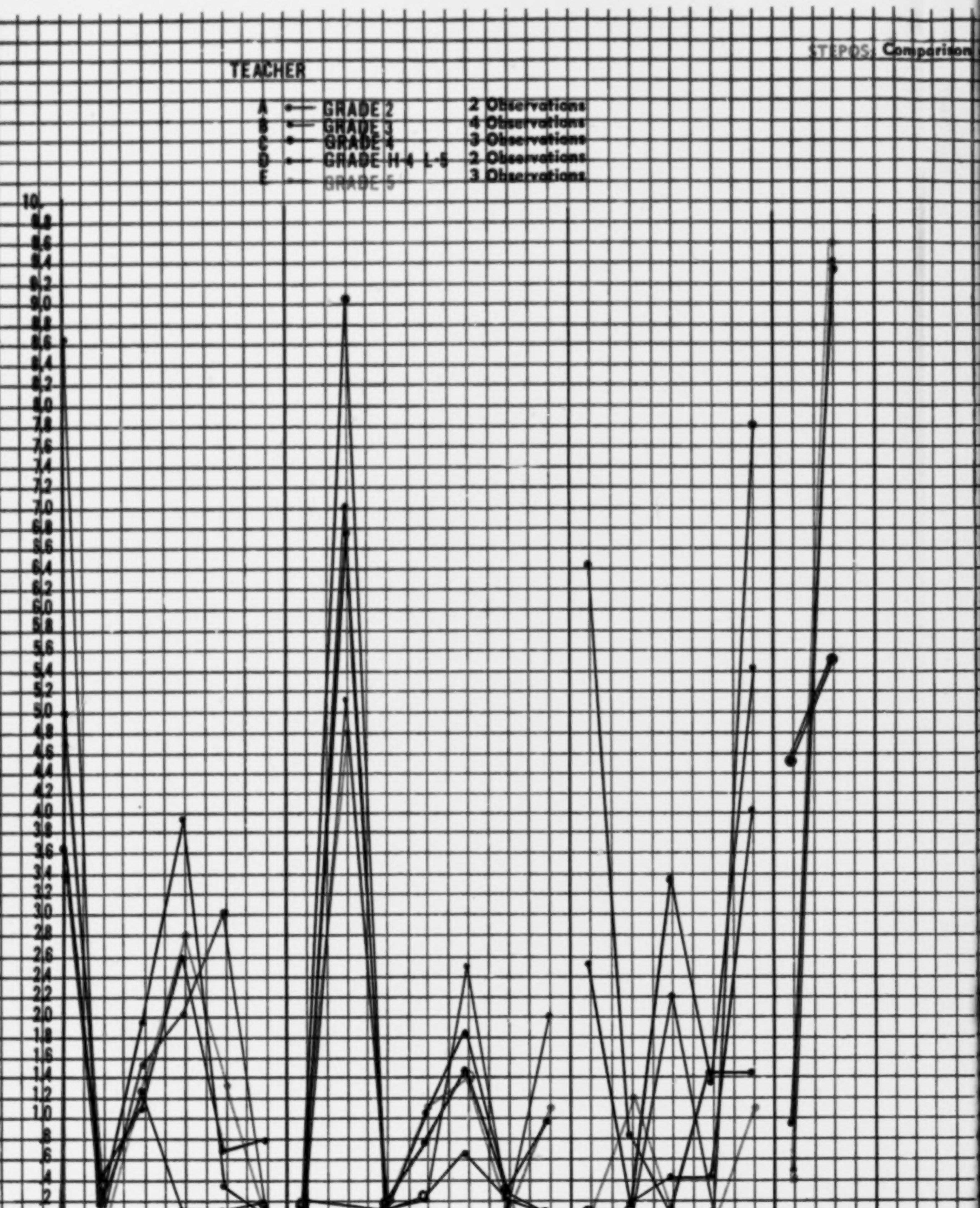
FIELD CONT'D.

TEACHER B



AVERAGE PERCENTAGE PER PERIOD

Non-Attenders: .5%, 0%, 0%, 0%
Responders, I: 14.0%, 100%, 100%, 100%
C: 88.0%, 0%, 0%, 100%


STEPOS: Comparison
TEACHER
A GRADE 2 2 Observations
B GRADE 3 4 Observations
C GRADE 4 3 Observations
D GRADE H-4 L-5 2 Observations
E GRADE 5 3 Observations
10.
9.8
9.6
9.4
9.2
9.0
8.8
8.6
8.4
8.2
8.0
7.8
7.6
7.4
7.2
7.0
6.8
6.6
6.4
6.2
6.0
5.8
5.6
5.4
5.2
5.0
4.8
4.6
4.4
4.2
4.0
3.8
3.6
3.4
3.2
3.0
2.8
2.6
2.4
2.2
2.0
1.8
1.6
1.4
1.2
1.0
.8
.6
.4
.2
0
Person
Sch
Comp.
Q-Ask
Lect.
No
Opp. F
Opp. M
Enc.
Comp. F
Comp. M
Prec. F
Prec. M
Hd
Hd?
Ab
Cla?
No
Help
No
Attention - Teacher
Response - Teacher
Individual Diff
Help

Comparison of Five Experienced Teachers

FIG. C

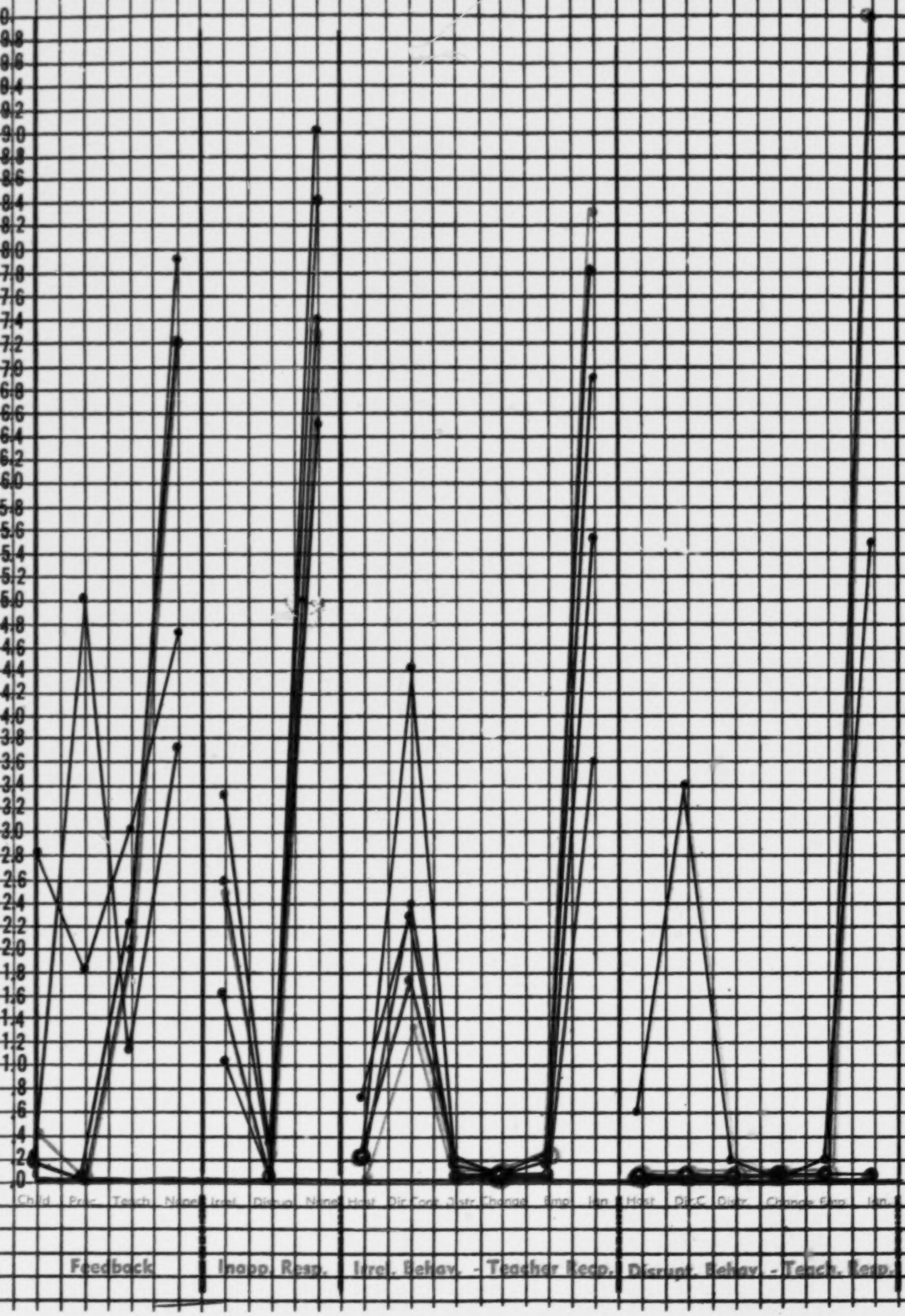
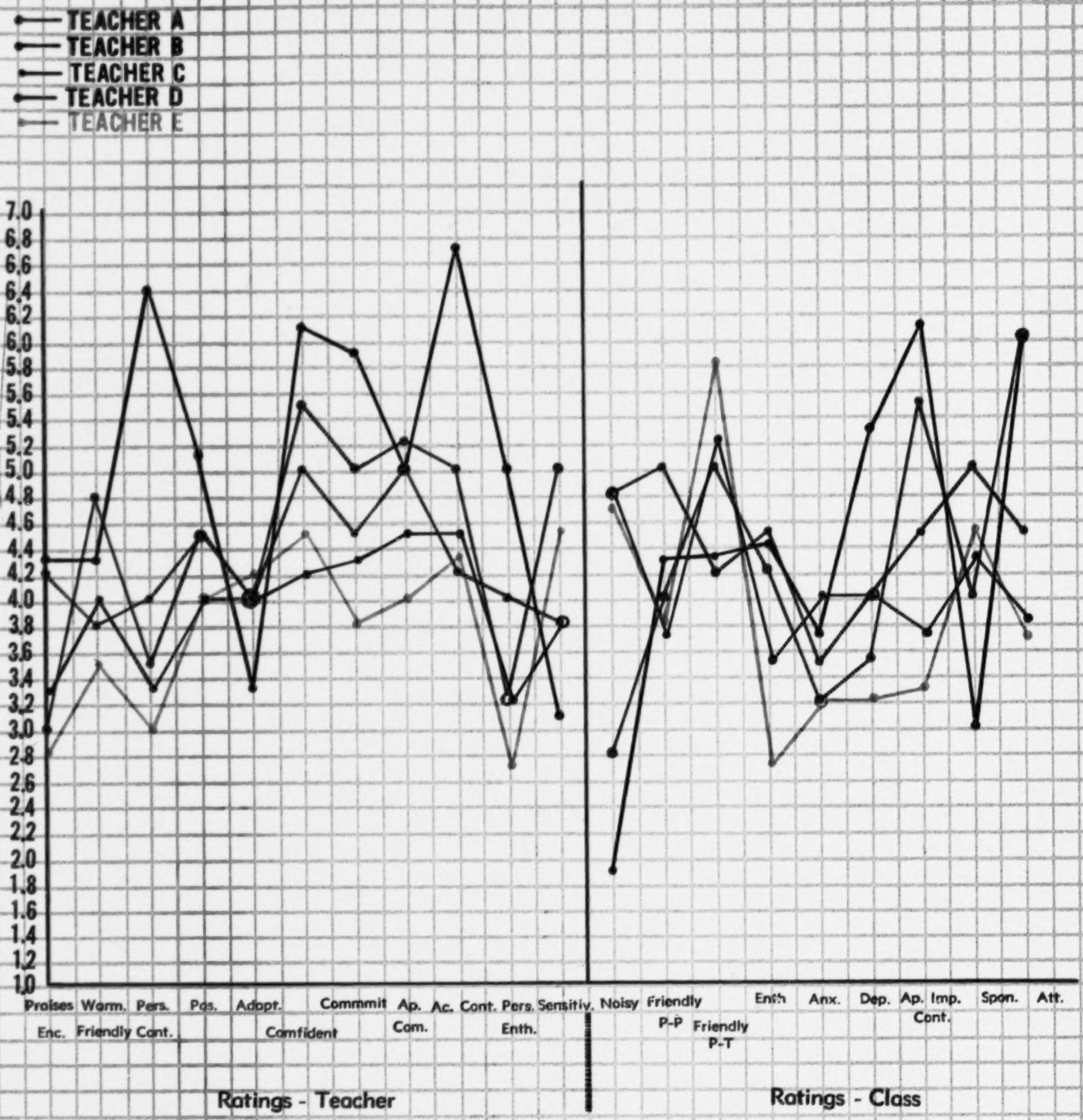


FIG. C CONT'D.



## AVERAGE PERCENTAGE PER PERIOD

| | A | B | C | D | E |
|---|---|---|---|---|---|
| Non-Attenders: | 6.2% | 0.0% | 18.3% | 4.0% | 19.3% |
| Responders, I: | 75.4% | 91.2% | 68.2% | 92.6% | 59.7% |
| C: | 18.2% | 47.0% | 1.0% | 0.0% | 0.0% |

in some instances the number of cases involved is quite small, sometimes as few as seven, though in most cases the n approaches 20. A second limitation is that, particularly in the case of certain categories, zero scores or absence of the behavior is quite common and hence place a rather serious limitation on the magnitude of correlation possible, inasmuch as the variability is exceedingly small. In those same instances, however, particularly strong agreement on a very few cases may inflate the correlation co-efficient. Nevertheless, the values do provide some information as to the degree of agreement attained by observers independently scoring the same teacher behavior. The results are shown in Table A.

For the most part, the results seem quite encouraging in that on many of the categories the observer agreements are quite substantial, ofttimes .85 higher and, for the most part, above .70, which, considering the limited number of cases and the type of procedures employed, seems highly satisfactory. In some of the instances in which the agreement is much lower, the explanation appears largely due to the relative rarity of behavior itself. This explanation accounts essentially for many of the zero correlations wherein neither observer observed the behavior to be scored. This would apply to the following variables: Individual Tasks diagnosed, Ability Grouping, Feedback-Procedures, Feedback-Children and Responders-Choral. There are, however, some categories for which this explanation is not adequate and which apparently require additional clarification if they are to become useful. These include under Response-Teacher, "Opportunity For The Few," "Compulsion For The Few," and "Precludes Few." These categories appear to be working quite effectively when applied to the "many," or most of the class, but are not eliciting sufficient agreement as applied to "few" members of the class. There are a few instances in which an otherwise very satisfactory pattern of agreement is marred by one exception, these occurring, in most cases, between observers 1 and 4 and in three cases consisting of negative correlations. Since this pair of observers is reflected in only seven observations, it seems likely that this exception should not carry undue weight and likely would straighten out, if more observations could be reflected.

## TABLE A

### SCORING AGREEMENT AMONG PAIRS OF OBSERVERS FOR EACH CATEGORY OF STEP OBSERVATION SCHEDULE

|  | 1-2 | 1-3 | 1-4 | 2-3 |
|---|---|---|---|---|
| N | 18 | 15 | 7 | 22 |
| Attention - Teacher |  |  |  |  |
| 1. Procedures | .96 | .73 | .89 | .81 |
| 2. Selling | .80 | .88 | -.41 | .82 |
| 3. Compulsion | .69 | .88 | .39 | .86 |
| 4. Question Asking | .98 | .73 | .95 | .90 |
| 5. Lecture | .83 | .75 | .60 | .94 |
| 6. No Attempt | .71 | .66 | 1.00 | .90 |
| Response - Teacher |  |  |  |  |
| 1. Opportunity-few | .37 | .32 | .80 | .03 |
| 2. Opportunity-many | .66 | .87 | .69 | .90 |
| 3. Encouragement | .45 | .57 | .00 | .29 |
| 4. Compulsion-few | .10 | .20 | .21 | .10 |
| 5. Compulsion-many | .85 | .82 | -.50 | .91 |
| 6. Precludes-few | .06 | -.03 | -.17 | .49 |
| 7. Precludes-many | .95 | .66 | .92 | .87 |
| Non - Attenders | .86 | .67 | .88 | .80 |
| Responders - Individual | .78 | .82 | .94 | .89 |
| Responders - Choral | .92 | -.33 | .00 | .06 |
| Individual Differences |  |  |  |  |
| 1. Individual Task Diagnosis | .00 | .84 | .00 | .78 |
| 2. Individual Task Unclear | .77 | .17 | .04 | .95 |
| 3. Ability Grouping | .98 | -.14 | .00 | .00 |
| 4. Grouping Unclear |  |  |  |  |
| 5. None | .95 | .78 | .47 | .88 |
| Helping |  |  |  |  |
| 1. Help | .91 | .79 | .99 | .92 |
| 2. No Help | .91 | .79 | .99 | .92 |
| Feedback |  |  |  |  |
| 1. Children | -.04 | -.20 | .82 | .32 |
| 2. Procedures |  |  |  |  |
| 3. Teacher | .77 | .47 | .91 | .79 |
| 4. None | .71 | -.02 | .71 | .72 |
| Inappropriate Response |  |  |  |  |
| 1. Irrelevant behavior | .59 | .36 | .91 | .77 |
| 2. Disruptive behavior | .88 | .41 | .98 | .80 |
| 3. None | .73 | .60 | .95 | .79 |
| Irrelevant - Teacher Response |  |  |  |  |
| 1. Hostility-reprimand | .42 | .96 | .95 | .76 |
| 2. Direct Control | .41 | .74 | .95 | .66 |
| 3. Distracting-humor |  |  |  |  |
| 4. Changing activity |  |  |  |  |
| 5. Empathic |  |  |  |  |
| 6. Ignores | .77 | .84 | .84 | .73 |
| Disruptive - Teacher Response |  |  |  |  |
| 1. Hostility-reprimand |  |  |  |  |
| 2. Direct Control |  |  |  |  |
| 3. Distracting-humor |  |  |  |  |
| 4. Changing activity |  |  |  |  |

# EVALUATION AND RESEARCH

## APPENDIX C

## TEACHER ADAPTABILITY SCALE

Freeman Elzey

### Theoretical Basis

Literature in the field of teachers of the educationally disadvantaged has stressed the importance of the teacher's ability to modify his teaching strategy to cope most efficiently with unique problems and situations of the educationally disadvantaged.

The conceptual framework of adaptability developed for this study has been derived principally from the theoretical formulations of John Dewey, H.G. Mead and W. I. Thomas.[1] The basic assumption made was that the teacher-pupil relationship exists as a series of problem solving situations. Such situations involve mutual expectations as to the behavior of each participant. From the point of view of the teacher, he not only has expectations for the pupil in a situation, but also in terms of his teacher role. A teacher's actions have two purposes: 1) the resolution of immediate problems as these relate to the pupil's achievement and 2) the socialization of the pupil.

A teacher responding to a pupil in any situation would theoretically have an infinite number of behavioral acts to draw upon. That this is not the case is due to a number of factors attributed to personal experience and social structure. On the basis of past experience and training, some behavioral forms have been reinforced while others have not. The teacher's choice of available responses is also limited by normative standards in the social structure and the particular institution within which he works. The normative pattern prescribes the rights and duties of a particular social position, and in so doing, structures the forms of interaction possible in any situation.

Underlying the concept of adaptability are two continua: generality-specificity and unguided--cognitively guided behavior. The generality-specificity continuum assumes that the greater the ability to specify the elements in the situation, the greater the potential for problem solving. The unguided--cognitively guided continuum is related to Baldwin's concept of adaptive behavior as behavior oriented to the consequences of action. Behavior which is "cognitively guided," in Baldwin's terms, will be, in all probability, effective problem-solving behavior. This continuum ranges from behavior which is consciously employed to effect specific and long range goals (i.e., cognitively guided). The mid-point of this continuum is a simple reaction to situational stimuli which, although guided, is not problem solving oriented.

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[1] The conceptualization and the criteria for measuring adaptability was developed by Dr. Irving Tallman for the purpose of assessing Parent Adaptability and is reported by Drs. Leo F. Cain and Samuel Levine in "A Study of the Effects of Community and Institutional School Classes for Trainable Mentally Retarded Children" (U.S. Office of Education, Department of Health, Education and Welfare, Contract No. SAE 8257).

The three components considered here to reflect adaptive behavior toward a child are flexibility, empathy, and motivation.

In order for behavior to be effective, the three components of adaptability are conceived of as acting in combination. Motivation is seen as basic to adaptive behavior. If the teacher refuses to do anything about a situation it is assumed that nothing will be done, whatever his potential problem in solving skills. Conversely, the teacher may be highly motivated, but if he does not have the understanding and flexibility necessary to determine the appropriate action and respond accordingly, the action taken will probably be ineffective. In addition, neither empathy nor flexibility should produce effective results without the presence of the other. The ability to understand the pupil and the situation (empathy), while lacking a repertory of alternative actions (flexibility) should be as ineffective as having a wide repertory of actions without understanding.

1. Definitions of Adaptability Components

a. Flexibility--Flexibility is defined both in attitudinal and behavioral terms. It represents an attitude which individualizes the pupil in the light of a specific situation, as opposed to stereotyping both the pupil's behavior and the situation. In addition, flexibility represents the ability to employ alternative means of action toward the pupil in the light of the teachers' evaluation of the situation, as opposed to acting in a rigid, stereotyped manner. This continuum involves more than the use of alternative modes of actions in dealing with a situation; it also includes the evaluation of these actions and the integration of attitudes with stated actions.

The lower end of the flexibility continuum is characterized by absolute and arbitrary behavior; the higher responses indicate an ability to evaluate and choose between alternative actions. A response rated as low flexibility would be one which stereotypes the pupil in the situation and employs stereotypic statements to rationalize the action or lack of action taken. Thus, a statement such as, "Culturally deprived children need to be loved, so what we do is love him," would be rated low. The midpoint of the flexibility continuum is characterized by a single behavioral response to the specific situation. For example "If he interrupts when I am talking to the class I'll say, 'I'm talking now, wait until I finish.'" A response rated as high flexibility is one which chooses a specific behavior from a number of alternatives, the behavioral choice being dependent on the teacher's evaluation of the situation; e.g., "I find if I show him how to do it by doing it along with him, from then on he knows what to do and wants to do it himself.

It's much more effective than telling him because it lets him feel that you are interested in what he does."

b. Empathy--A problem-solving orientation requires an estimate of the depth of the teacher's perception of the child, within the context of a situation. The assumption is that a teacher who can interpret the pertinent situational factors relevant to the child's feelings, thoughts and motives evidences sufficient sensitivity to infer a high degree of empathy. In effect, he has the ability to assume the role of the child. Empathy is defined as the teacher's ability to interpret his pupil's behavior in terms of feelings, thoughts and motives and to relate this understanding to the specific situation in which the teacher and the pupil are involved. The lowest level of the empathy continuum is represented by an inability on the part of the teacher to explain why the pupil behaves as he does in a given situation. The mid-point is indicated by the teacher's statement of a simple cause and effect between the pupil's behavior and the stimulus which elicited the behavior. The highest level of empathy is evidenced by an understanding of the pupil's feelings, thoughts and motivations and combining this understanding with the stimulus situation which explains the pupil's behavior.

c. Motivation--The term motivation has perhaps the widest range of interpretation and the least amount of constitutive meaning of any of the components. The concern here is not with basic or genetic drives, but rather with a particular form of derived social motive; specifically, the motivation of the teacher to solve achievement and interpersonal problems with his pupil. Motivation represents the degree to which the teacher gives of his time and energy in order to achieve certain results.

Motivation is defined as an affectual investment characterized by involvement of the teacher in influencing certain anticipated goals for the pupil. The motivation continuum has as its lowest level an unwillingness on the part of the teacher to recognize any responsibility for the pupil or the situation. For example, "There is nothing you can do with him." The mid-point of the continuum is represented by a willingness on the part of the teacher to stay with the situation over a period of time. For example, "I always talk to him and warn him against hitting other children." The upper extreme of the motivation continuum is evidenced by persistent follow-through with the pupil as well as the inclusion of external resources. For example, "I've watched the recreation director work with him. The director is calm but firm and he expects the pupil to participate cooperatively, so I expect behavior from him in the classroom. If he does not behave, I'll ask him to settle down. He'll object, but I insist."

## CRITERIA FOR RATING THE COMPONENTS OF ADAPTABILITY

The three components of adaptability,--Motivation, Empathy, and Flexibility share in common the underlying continua of generality--specificity and unguided--cognitively guided behavior, as depicted below:

| | Generality-Specificity | Cognition Continuum |
|---|---|---|
| Low | Categorical or general response | "Unguided behavior" |
| | Limited specificity | "Simple guided behavior" |
| High | High specificity | "Cognitive guidance" |

The four-fold criteria used in rating Motivation, Flexibility and Empathy follow:

## Criteria for Rating Components of Adaptability

### Motivation Criteria

Motivation is defined as an affectual investment characterized by involvement of the teacher in effecting certain anticipated goals on the part of the child.

Four categories from Low to High:

1. a. An unwillingness on the part of teachers to acknowledge any responsibility for personal involvement with the pupil or in the situation.

   b. Recognition of the necessity for taking action, but placing responsibility elsewhere or acknowledging an unwillingness to take such action.

   c. An expression of interest or concern for the pupil, but indicating a limited investment of teacher's time and energy.

   d. A generalized statement which implies by its lack of specificity a minimal amount of involvement.

2. a. A willingness to stay with a situation over a period of time by means of a particular type of action.

   b. An effort to look for outside resources.

3. a. A willingness to try out methods suggested by others.

   b. An effort on the part of the teacher to evaluate his personal responses, but lacking any indication of a corresponding change in action toward the pupil.

   c. An effort on the part of the teacher to evaluate his personal responses, which results in indecision or ambivalence as to what action he should take.

4. a. An effort on the part of the teacher to evaluate his personal responses and to strive for continual change ( self-discipline ).

   b. An awareness on the part of the teacher of continued and on-going demands, and willingness to undertake the responsibility implied by these demands.

   c. The integration of the teacher's efforts with outside resources.

   d. An expression on the part of the teacher indicating his willingness to become involved with the pupil in interpersonal interaction which involves persistent follow-through.

B. Empathy Criteria

Empathy is defined as the teacher's ability to interpret his pupil's behavior in terms of the pupil's feelings, thoughts, and motivations, and to relate.

Four Categories from Low to High:

1. a. Does not describe in empathic terms the pupil's behavior.

   b. A limited ability to describe the pupil's reaction, which is restricted to a single generalized statement.

2. a. An ability to make a simple or single connection between a pupil's activity or response and the stimulus for the pupil's reactions (activity or stimulus).

3. a. An ability to discern a causal relationship between a pupil's feelings, motivations, thoughts, and the causative relations for the pupil's behavior, leaving the impression of sensitive and assured understanding of what the child may be experiencing and reacting to.

C. Flexibility Criteria

Flexibility is defined in both cognitive and behavioral terms. It represents an evaluation which individualizes the pupil in the light of a specific situation, as opposed to stereotyping both the Pupil's behavior and the situation. It also represents the ability to express and employ alternative means of action toward one's pupil in the light of the teacher's evaluation of the specific teacher-pupil situation, as opposed to acting in a stereotyped manner.

Four Categories from Low to High:

1. a. A rigid and stereotyped attitude and action toward a particular

situation in which the pupil is involved, and a persistent, unchanging and perseverative way of behaving in the face of such situations (as distinguished from consistent behavior based on experience).

b. An attitude which generalizes an abrogation of responsibility.

c. An ability to specify a situation while responding in a vascillating, inconsistent or stereotyped manner.

d. A generalized statement acknowledging the need for some forms of action but indicating an inability or lack of readiness for taking the required action.

2. a. Responding to a prescribed formula from an outside source, and characterized by unquestioning application of that formula.

b. Recognition of the general situation but employing a specific or limited action.

3. a. Sequence of general actions characterized by goal-directed behavior.

b. A generalized ability to consider alternative situations and to respond accordingly. This response is more characteristic of the application of a determined formula than a specific response to a particular situation.

c. An ability on the part of the teacher to change patterns of action over time but not to deal with the situation in a specific particularized manner.

4. a. An ability to test or experiment with different techniques, including the ability to explain the reason for the alternative actions taken.

b. A response that is clearly related to the teacher's perception of the situation and dependent upon a specific evaluation of that situation, as differentiated from a generalized way of behaving.

c. An ability to deal with the situation in terms of a specific meaning while relating one's action to past experience.

d. An ability to recognize changing patterns in the pupil and to plan the necessary teacher change.

## THE SELECTION OF AN APPROPRIATE STIMULUS

During the past school year, a number of different approaches were devised in an attempt to elicit personalized responses from teachers which could be rated on the continua of Motivation, Empathy, and Flexibility.

The first interview technique devised for the purpose of obtaining rateable adaptability responses from the teachers was in the form of a highly structured interview centering around "problem" areas considered common to most teaching situations. Such areas included a) defiance of authority, b) fighting, and c) disruptive behavior. As an example, the interviewer's questions proceeded in this fashion: "What do you do when two pupils get into a fight?" "Is this what you always do?" "Why do you think your pupils get into fights?" "What do you think you can do when fighting occurs in the classroom?" A similar series of questions was asked for each problem area.

This interview technique was not successful in that the majority of teachers interviewed gave highly intellectualized, rather text-bookish, responses which did not necessarily reflect their behavior in the classroom, and did not differentiate among teachers.

The failure of this technique to elicit meaningful responses is attributed to the use of global "problem" areas, without the specificity of particular children or situations. Thus, a common response to the question, "Why do children sometimes defy your authority?" would be "Children behave in many different ways for many different reasons." This would lead to further elaboration on the concept of individual differences among children.

The apparent need for the interview to be centered around specific children in specific interactions led to the trial of video-taped sequences of a teacher-child interaction as a stimulus for the adaptability interview. In this interview technique, the teacher was shown a video-tape of a teacher in a problem situation with a child. After viewing the sequence the "adaptability" questions were asked by the interviewer. This technique was also unsuccessful because the interviewee was unable to identify with a situation in which she knew neither the child nor the teacher involved. Consequently, the interviewee was unable to provide responses which would indicate his (the interviewee's) motivation, empathy, or flexibility.

The conclusion that was drawn from the above two unsuccessful techniques was that the situations around which the interview evolved had to be ones in which the interviewee was interacting with children in his own class whom he knew. To this end, another technique for gathering stimulus material for the interview was developed. In this technique, the interviewer observed the teacher in his classroom for a period of time during the normal school day. At the conclusion of the observation period, the teacher was interviewed, using the observed teacher-child interactions as recalled by the interviewer, as the stimuli for discussion. This technique proved unsatisfactory for a number of reasons: 1) the length of time required of the observer in the classroom to get meaningful observational data to serve as stimuli, 2) the impractibility of immediately interviewing the teacher after observation, 3) the perceptual differences of the teacher and the observer regarding the teacher-child interaction, and 4) the lack of objective, and reviewable evidence of the interaction.

From the above unsuccessful attempts to gain appropriate stimuli for the adaptability interview, the following criteria were developed:

To conduct an interview with a teacher in order to obtain personalized responses reflecting her placement on the continua of Motivation, Empathy, and Flexibility, the stimuli for the interview must depict a pupil-teacher interaction

1) which permits the expression of adaptive behavior on the part of the teacher.

2) between the teacher being interviewed and a child in his classroom.

3) which is a natural occurence in the classroom situations; i.e., not a contrived or staged behavior.

4) not witnessed by the interviewer at the time the interaction occurs.

5) which can be recalled by the teacher during the interview.

To this end, the photo-essay technique for obtaining stimuli material was undertaken.

## THE PHOTO ESSAY TECHNIQUE

In order to obtain a series of photographs depicting a sequence of interaction behavior between the teacher and a student or group of students, a photographer visited the classroom and took many pictures of the class in action. It was felt that the type of situation which would be best for use as stimuli in the adaptability interview with the teacher would be those in which there was a disruption in the teaching process, caused by the child or children, to which the teacher had to focus his attention. Consequently, the photographer was particularly alert to situation in which there was conflict in the teacher-child interaction. After obtaining a series of photographs of the classroom, the photographer and the interviewer selected those prints which best depicted a sequence of classroom interaction which would serve as the stimulus for the adaptability interview with the teacher.

The interviewer then contacted the teacher and arranged to have a tape recorded interview at the earliest practicable time. It was felt that the lapse of time between the photographed classroom interaction and the adaptability interview with the teacher affected the teacher's recall of the incidents depicted in the photographs. The interview with the teacher proceeded along these lines: 1) the pictures were laid out in chronological order so that the teacher could see the entire behavior sequence. 2) After examining the photos, the teacher was asked to describe what was transpiring in the photographs. It should be noted here that the interviewer had not been in the classroom to observe the interaction. Consequently, all of the description and interpretation of the interaction necessarily had to come from the teacher. 3) The interview then began with the asking of questions designed to elicit teacher responses rateable on the continuum of Flexibility, Empathy, or Motivation.

The interview questions designed to elicit Flexibility responses are 1) "What do you do when that happens?" 2) "Is that what you always do in situations like that?" and 3) "Have you tried other methods for handling that?" Questions designed to obtain Empathy responses are 1) "Why do you think that happened between those two children?" Questions designed to obtain Motivation responses are 1) "Is there anything you can do to help him when he behaves that way? 2) "Have you thought of any new ways which you might try with him?" or 3) What do you think you can do to correct that situation if it occurs again?"

The interview procedure was semi-structured to the extent that, where the flow of conversation between the interviewer and the teacher was appropriate for the asking of questions similar to those presented above, the interviewer would ask them. Thus, the interviewer responded to the verbalization of the teacher by asking the adaptability questions where appropriate.

After exhausting the material in the photographs, the interviewer would ask more general questions regarding the children depicted in the photographs. Such questions would take the form of "Does this child cause much disruption in the classroom" or "Do these children fight alot?" Affirmative answers to this type of question led naturally to the asking of "adaptability" questions which were related to the children in the photographs but not necessarily to the particular incident depicted. By this method, additional adaptability responses were obtained, the stimulus in this case being simply the photo of a child.

## THE RATING OF THE COMPONENTS OF ADAPTABILITY

At the conclusion of the tape recorded interview, a transcript was prepared and the responses of the teacher were rated, on the fourfold continua of Flexibility, Empathy and Motivation, presented in Table I.

Fifteen teachers were interviewed using the photo-essay technique. All but two of these elicited sufficient responses to permit rating on the components of Flexibility and Empathy.

The Motivation questions failed to elicit responses which could be rated on that continuum. For the most part, when asked the "Motivation" question of "What do you think you can do to help him with this?" the teachers replied with what they have done, which response is rateable on the Flexibility continuum but not on the Motivation continuum. Consequently, out of the thirteen rateable interviews, there were only fifteen rateable Motivation responses; these being spread among six teachers.

Of the two interviews considered unsuccessful, one was due to the fact that the teacher being interviewed had been in the classroom for only three weeks and admits "feeling her way" with the children. Also, this teacher, when asked Flexibility questions, merely parroted the suggestions she had received from her master teacher.

The other unsuccessful interview occurred because of the failure of the photo-essay, which did not depict a specific interaction sequence, to stimulate any discussion between the teacher and the interviewer.

For the thirteen rateable interviews, the following rating procedure was employed. The recorded interview was transcribed and the transcript of each interview was rated. First, the verbal statements of the teacher were analyzed to determine the portions of his verbal output which were appropriate for rating, and which of the three components of adaptability were represented. Secondly, each Flexibility, Empathy, and Motivation statement was rated on the four-fold continuum as presented in Table 1. A "rateable statement" was considered to be an inclusive response to a particular incident or question. Thus, one word, or a series of sentences, could be considered as one "rateable statement."

As an illustration of the rating procedure, an excerpt from a transcript, along with component ratings, is presented below:

Rating

Q. What do you generally do with this boy when he disrupts the class?

A. I try all different things. Every day I try a new thing. Today, it was no games on the board, the people who did not do their work did no games. Then afterward, we had to work out something else for him. F-2

I couldn't really blame him because he couldn't do the work anyway. It was asking too much of him. He couldn't write a letter, we were writing letters. You see he usually walks around the classroom. E-2

Q. Does he bother other people?

A. Oh yes. He and his friend tease Joe unmercifully because Joe will not fight them.

**Rating**

Q. What do you do when this kind of thing starts occuring?

A. Try separating them. That works sometimes, but they can always get over to the other side of the room if they want to badly enough. F-2

Q. Have you tried other things?

A. Yes, sometimes I will say, "All right, just go outside and stand outside the classroom for five minutes. Think about what has happened and when you are ready, come in." Sometimes that works with him, not always. F-2

Q. Why do you think he behaves that way?

A. I think he has lots of responsibilities at home. From what I have heard, the first few weeks he did not come to school because he had to babysit. I think there are a couple of kids in this class that have tremendous responsibilities like that at home; constantly babysitting, fixing dinner, and everything, so that when they come to school, this is their only time to really be a child, and really get attention. I think, I'm not positive, but I feel that is a part of the problem with this boy. I think he is the oldest child and his mother does depend on him a lot, but it is an awful lot of pressure for him, and especially when he is far behind in school. E-3

Q. What do you think you can do to help him with this kind of misbehavior?

A. We've got to somehow bring him somewhere near where he should be academically. He wouldn't have that for an excuse, anyway; of not doing his work. M-1

**For each teacher, the mean rating for the components of Flexibility and Empathy were computed and presented in Table 2.**

**Table B**

**Mean Rating for each teacher on the Empathy and Flexibility Components of Adaptability**

| | **Empathy** | **Flexibility** |
|---|---|---|
| **Teacher A** | **1.0** | **1.1** |
| **B** | **1.0** | **1.3** |
| **C** | **1.2** | **1.0** |
| **D** | **1.2** | **1.8** |
| **E** | **1.4** | **1.5** |
| **F** | **1.5** | **1.9** |
| **G** | **1.7** | **1.7** |
| **H** | **1.9** | **2.3** |
| **I** | **2.1** | **2.0** |
| **J** | **2.2** | **2.1** |
| **K** | **2.3** | **2.1** |
| **L** | **2.6** | **3.0** |
| **M** | **2.7** | **2.0** |

**From Table B, it is evident that the photo-essay technique differentiates teachers on both the continuum of Flexibility and the continuum of Empathy.**

**For the thirteen interviews there were a total of 92 rateable Empathy statements. The number of Empathy statements for individual teachers ranged from three for the lowest producing teacher, to fourteen for the highest, with the median being seven Empathy statements per teacher.**

**For the Flexibility component, the thirteen interviews produced 79 rateable Motivation statements. The rateable Flexibility statements given by individual teachers ranged from two for the lowest producing teacher, to eleven for the highest, with the median being, seven Flexibility statements per teacher.**

**A rank order correlation (rho) was computed between the Empathy and Flexibility scores of the thirteen teachers. The obtained correlation of a .88 is significant beyond the .01 level, indicating a strong relationship between a teacher's Empathy score and his Flexibility score.**

## Summary

This approach to assessing adaptability shows considerable promise in that an assessment procedure, closely tied to clearly stated criteria, has been developed which differentiates among student teachers. Studies are underway which will permit evaluation of scoring objectively and give some data as to validity.

There are several limitations of the procedure which should be mentioned. The first is the necessity of having a highly skilled and sensitive photographer who is well known enough to pupils and teachers that she becomes unobstrusive in the classroom. The second limitation is the expense and inconvenience involved in the process of photo processing and interviewing. It is our experience that the photographer must spend considerable time in class before a suitable "incident" takes place. The fact that the student teacher is constrained by the nature of 'practice teaching' also may have an impact when the technique is used in a training program. Finally, the necessity of obscuring the nature of the variables being assessed may create awkward problems, particularly with students who are very sensitive to being 'studied.'

## EVALUATION AND RESEARCH

## APPENDIX D

# INSTRUMENT DEVELOPMENT:

# TEACHING THE DISADVANTAGED: AN OPINION SURVEY

Dr. Harold A. Jonsson

### Optimistic Orientation Toward Achievement Potential

This crucial-variable dimension has been stressed in several recent studies and publications dealing with the education of the disadvantaged. For example, the constant burden of the Haryou Report (Youth in the Ghetto, 1964) is that the single most damaging factor in limiting achievement potential of disadvantaged pupils is the assumption that the children cannot learn and the acceptance of their substandard performance as inevitable (p. 229 and passim). Those successes achieved in experimental programs are viewed as resulting from "an application of the conviction that lower-class children can learn" (p. 242) and the overwhelming conclusion of the report is that "effective remedies will come only from a firm belief and insistence that the pupils can perform ...." (p. 244). A similar emphasis is made by Bowers, Masia, and Medley (1966, 28). In answering the question, "What specific teacher behaviors and attitudes are appropriate to the educational characteristics and needs of children handicapped by social and economic disadvantage?" these authors place optimistic orientation at the top of their list.

> Probably the overriding demand of teachers of disadvantaged children is for an attitudinal commitment to hope and expectation that these children can learn and that the teacher can create the necessary conditions to permit effective learning.

The same point is made by such diverse spokesmen as Francis Keppel (1966), Floyd McKissick (1966) and Kenneth Clark (1965). It is increasingly recognized that empathy, acceptance, and teacher-pupil rapport cannot alone activate the achievement potential of the disadvantaged, but must be accompanied by a powerful and well-directed optimism and expectation with regard to this potential.

#### 1. Pupil Needs Related to this Variable

The various authorities and observers placing importance on optimistic orientation do not cite concrete evidence, generally, but appear to derive their belief from known characteristics of disadvantaged pupils. In the Haryou Report (*Ibid.*, 200), the life conditions and experiences of the disadvantaged child are described as leading to attitudes of helplessness resulting in low achievement motivation. Floyd McKissick (*Ibid.*) sees an individual and collective feeling of powerlessness (economic and political) as causing damage to self-respect which is compounded by low expectations of slum and ghetto children on the part of teachers. Oscar Lewis, while not himself advancing an optimistic view of the achievement potential of disadvantaged children, has found in his studies that the "Culture of Poverty" engenders feelings of "fatalism, helplessness, dependence and inferiority," and in Teachers for the Disadvantaged (1966,34)

Edmund Gordon discusses the critical need of disadvantaged pupils for enhancement of "feelings of self-worth and identity." In short, the importance of the optimism variable as defined above, though not documented through statistical research, seems soundly based on psychological and sociological findings with regard to disadvantaged children.

2. Indicators and Predictors of this Variable.

Three indicators have been specified as attitudinal components of optimistic orientation. They are as follows:

1) Deterministic view of child development
    a. Genetic determinism
    b. Environmental determinism
2) View of the role (influence) of the school
3) Balance in approach to affective and cognitive behavior and tasks.

As a basis for design of instruments, an effort has been made to specify the high and low points of a continuum representing each of these indicators.

The determinism factor requires a distinction between genetic and environmental determinism. For genetic determinism, the low point on the continuum would be represented by the view that membership in a particular racial or ethnic group places permanent limits on achievement potential, while the high point would be reflected in a belief that potential can be increased, i.e., that the child's psychological makeup can be altered. For environmental determinism, the low point of the scale would represent a rigid attitude specifying that environmental factors such as neighborhood, family structure, nutrition or other factors place a permanent ceiling on potential. The high point on the same scale would reflect belief that learning conditions and experiences can make a significant difference in a child's orientation and behavior.

The extremes in the determinism continua reflect deep-seated biases or beliefs as to whether pupils can or cannot learn. In both genetic and environmental determinism, the degree of espousal of deterministic statements are expected to differentiate individuals as to how they might utilize information about their pupils and the latter's environment. It is assumed here that the less deterministic person would be more inclined to use the genetic and environmental information he possesses about his pupils in developing materials to promote learning and in structuring learning experiences in which the child can succeed, although an extreme "anti-determinist" would probably have poor reality sense, and not be a likely teacher candidate.

The positive end of the continuum of belief in school influence is represented by a view of the school as an agent of social change. Teachers or teacher candidates with this viewpoint are presumably inclined to persistency in attempting to design learning experiences based on a lucid assessment of the child's learning needs and problems. The low end of the continuum would be seen in a view of the school only as a transmission agent or the corollary view that children who do not fit the curriculum cannot be helped. Another index would be the degree to which the individual equates substandard performance and substandard potential.

By contrast, a person who perceives the school as an agent of change will tend to utilize the value orientations of the educationally disadvantaged in attempting to motivate changes in their behavior and expectations. Such a teacher, in defining success in relation to the goal orientations of the student rather than in terms of his own need achievement, would tend to be able to interest young children in learning tasks and perhaps, with older children, break through the indifference stemming from the habit of failure. (Cf. Atkinson's model of motivation, to the effect that motivation to learn is likely to remain high when an individual's expectation (subjective probability) of succeeding remains high and when the incentive (reward) is sufficiently great so that he is willing to remain actively involved in performance of a task.)

The balance factor is seen as a juncture, so to speak, between two continua -- one representing warmth, understanding, and a desire to "relate" to the child affectively and promote his emotional well-being; and the other representing a tendency to place more or less emphasis on the performance of cognitive tasks. Whether balance in emphasis on affective and cognitive behaviors can be assessed by use of a single scale with imbalance of one sort or the other at each of its poles is still in doubt. Use of two separate scales may be necessary. Excessive emphasis on the affective would be seen in the person who needs so strongly to be loving and accepting of the children that he hesitates to provide learning experiences that might be challenging to the children for fear that the experiences might be threatening or frustrating. The imbalance with the cognitive bias would, of course, be reflected in a view that all sentiment and "coddling" is out of place, and that "what these kids need is to learn" in the cognitive sphere.

## 3. Methodology

Ideally, it would be desirable to develop an observation schedule for the purpose of assessing the teacher's orientation toward the achievement potential of his students. However, valid judgments regarding such factors as deterministic viewpoint, affective and cognitive balance, and the individual's conception of the role of the school in influencing values would be difficult to make. Therefore, the present methodology requires that the student respond to an opinionnaire in terms of the strength of his agreement with each statement.

The opinionnaire was designed to yield scores on four categories of Optimistic Orientation and a separate score for Tolerance for Self-Assertiveness by Educationally Disadvantaged. The items in each category were generated by hypotheses regarding indicators of optimistic orientation; a set of attitudes presumed to contribute to sustained optimism regarding the achievement potential of disadvantaged pupils and commitment to their education.

The four subscales of Optimistic Orientation are:

1) Genetic-Environmental Determinism (GED)
2) School Influence (SI)
3) Affective Emphasis (AE)
4) Cognitive Emphasis (CE)

The second scale, Tolerance for Self-Assertiveness by Educationally Disadvantaged (TSAED), contained no subscales.

The basic assumption in the design of these scales was that persons who score low on Genetic-Environmental Determinism, high in the belief that school can make a difference in children's lives (SI), high on both the affective and cognitive needs of children (AE and CE), and high in Tolerance for Self-Assertiveness of Educationally Disadvantaged persons, would tend to have an enduring commitment and greater effectiveness in fostering achievement growth in educationally disadvantaged children. As indicated previously, it is assumed in most contemporary literature on educationally disadvantaged that optimistic orientation is a crucial variable in successful teaching of such children.

The scales were pretested in the Summer of 1967 on three groups of teacher candidates:

1) the STEP Teacher Assistants
2) a group enrolled in a course in the psychological foundations of education at Sonoma State College, and
3) a group enrolled in a course in social foundations of education at San Francisco State College.

An item analysis was carried out and the contribution of each item was determined. In general, items showing a discrimination index below .30 were deleted with the result that the original 108 items were reduced to 81. (The revised form appears at the end of this appendix.) Many of the items included in GED and several of those pertaining to AE and CE failed to discriminate between subjects whose total scores in each of these subscales were high as compared with subjects whose scores were low.

Some of the items were apparently too unsophisticated or too obvious. Examples of items which did not discriminate between high and low scoring subjects probably was due to their homogeneous educational backgrounds.

1) "Most aspects of a child's learning potential are determined before birth."

2) "What disadvantaged pupils need above all is an opportunity to achieve up to their ability."
3) "Teachers of disadvantaged children should not have overly-optimistic expections as to pupil achievement."

Almost all of the items designed to assess attitudes toward the ability of schools to help children (SI), regardless of initial disadvantaged, contributed well to the overall score for the Optimistic Orientation scale. Analysis of the most discriminating items from the four subscales portray the overall high scorer as a person with great determination to succeed in upgrading the achievement and personal growth of children with initial disadvantage.

The most discriminating items of the Optimistic Orientation subscales have several characteristics in common. The most common strain is "can do." For example, the high scorers agree with "A teacher can design appropriate learning tasks for any normal child, regardless of his racial or socio-economic background (SI)." They strongly disagree with, "It is unrealistic for a teacher to expect to 'reach' all the pupils in a given class." High scorers also emphasize the importance of love and acceptance between teacher and pupil, but not at the expense of solid educational achievement.

The TSAED, originally designed to ascertain attitudes toward rising black militancy and the relationship between such attitudes and optimistic orientation, held up exceedingly well under item analysis. Some of the most discriminating items are the following: "Negro militancy causes an acceleration of progress toward social justice," with which the high scorers agree, and "in the interests of social equality, emphasis on 'pride in race' is undesirable," with which they disagree. High scorers on militancy items portray themselves as eager to promote pride in the unique qualities of the sub-culture of the Negro and to foster conviction that one can get ahead in this society without cow-towing to the majority in ways which may be damaging to personality and self-esteem.

Additional validity data were obtained for the two scales by using external judges. STEP staff supervisors were asked to rate each student under his supervision on a four-point scale relative to the student's Optimistic Orientation and Tolerance for Self-Assertiveness. (See Appendix E). There were 14 items in the former rating scale and 7 items in the latter scale. The rank-order correlation was determined between the STEP students' scores on the two scales and the supervisors' ratings. The data are reported below:

| | Number of Students Rated | Rank-Order Correlation | |
|---|---|---|---|
| Supervisor | | Opt. Orient. | TSAED |
| A | 11 | .27 | -.26 |
| B | 14 | .61 | .12 |
| C | 8 | .65 | .64 |

It is evident that there is considerable variability in the judges' agreement with the students' scores. Agreement with the Optimistic Orientation Scale was generally higher than for the TSAED. Judge C showed good agreement and Judge A showed poor agreement with the scores of the students on both scales. In part, these findings can be explained by the greater opportunity to observe behavior relative to the phenomenon of optimism than that of assertiveness. Perhaps refined criteria and more extensive opportunity to observe these phenomena would lead to greater agreement between judges' and students' scores.

The internal consistency of the scales was determined by odd-even correlations. Table C reports these correlations for the STEP and random groups for the two scales. The correlations are relatively high when compared with such correlations usually obtained for attitude scales.

### TABLE C

Odd-Even Correlations[1] for Optimistic Orientation and TSAED Scales for STEP and Random Groups

| Optimistic Orientation | | TSAED | |
|---|---|---|---|
| STEP (N=36) | Random (N=30) | STEP (N=36) | Random (N=30) |
| .77 | .68 | .63 | .79 |

[1] Corrected by Spearman-Brown Prophesy Formula

In summary, the validity and reliability data are sufficiently encouraging to warrent the further refinement and use of these scales. The need for measures in these areas is supported by virtually all of the recent literature in the field of the educationally disadvantaged.

# TEACHING THE DISADVANTAGED: AN OPINION SURVEY

## Instructions

The following questionnaire is intended to probe the opinions of teachers and prospective teachers toward teaching disadvantaged pupils. The latter are defined as pupils from the lowest socio-economic levels, a large proportion of whom are of ethnic minority groups. Throughout the questionnaire, the words "child" and "pupil" refer to children who are within the normal range physically and mentally, i.e., who do not meet the criteria for placement in classes for the physically handicapped or the mentally retarded. The word "normal," intended in this sense, is occasionally used as a reminder of this definition.

Some items might be answered differently if you are thinking of Mexican-American or Puerto Rican children than if you are considering Negroes. When in doubt, read "urban Negroes raised in poverty."

Most important, please take the items at face value and give the most appropriate responses based on your experience and expectations. The items are not intended to be subtle or to assess your personality. The results will be known only to the investigator, will be released only in summary form for groups of respondents, and will be used only for continued study of teacher attitudes pertaining to disadvantaged children. Your responses will in no way affect decisions about you, academically, professionally, or otherwise.

Each item is to be judged according to one of the following categories:

A. Strongly agree
B. Agree
C. Disagree
D. Strongly disagree

Your answers are to be indicated by marking in the "bubbles" with an electrographic pencil. Please do not make extraneous marks on the cards as they will cause difficulty in scoring. Space is provided on the card for entering your name. PLEASE USE A PEN FOR THIS INFORMATION. DO NOT USE THE ELECTROGRAPHIC PENCIL.

You are provided with two IBM cards.

> With a pen, mark a "1" on one of the cards and a "2" on the other. Place Card No. 2 aside for use later when instructed to do so.

Since the response categories do not include a "don't know" alternative, many respondents will have to make some difficult choices. If you are uncertain about the facts pertaining to an item, please select the response representing your best estimate as to what the facts are. The completeness of all questionnaire data is important to their utilization in further study.

USE CARD NO. 1

1. Disadvantaged family background places a "ceiling" on a child's achievement potential.

2. A teacher can design appropriate learning tasks for any normal child, regardless of his racial or socio-economic background.

3. Disadvantaged pupils especially need to know that you believe in them and in their ability to learn.

4. If a child has consistently had unsuccessful learning experiences in the primary grades, it is practically impossible to motivate him to learn in the intermediate grades.

5. The fear aroused in some whites by civil rights demands is harmful to progress toward social justice.

6. In working with disadvantaged children, teachers should beware of placing too much emphasis on the children's emotional needs and not enough on achievement.

7. At the present time, Negroes need to learn to ask as much as the greater community is willing to give, and not more.

8. Even if family and neighborhood influences are highly unfavorable, it is possible for a good teacher, under favorable learning conditions, to "reach" virtually every normal child.

9. It is imperative for Negroes from ghetto-like areas to develop a sense of racial pride if they are to overcome apathy and hopelessness.

10. Any child who is physically and emotionally normal is able to learn academically under good classroom conditions.

11. Negro militancy causes an acceleration of progress toward social justice.

12. Most children can be effectively motivated to learn without the teacher's becoming emotionally involved with them.

13. Most of the improvements in the status of American Negroes must be brought about through the efforts of socially concerned whites.

14. Disadvantaged children especially need to feel accepted, even loved, by their teacher if they are to make optimal growth in the classroom setting.

15. In the classroom, Negro children need to learn the behavioral standards more characteristic of the white majority.

16. Under favorable classroom circumstances, all normal children can learn to enjoy school learning.

(Card No. 1, Continued)

17. There is a danger that pupils will exploit the teacher's desire to maintain friendly relationships with the children.

18. It is true that disadvantaged people, when they become more aware of their situations, tend to begin making unrealistic and disproportionate demands.

19. A child will respond well only to a teacher who is like the sort of adult the child hopes to become.

20. In the long run, humility and cooperativeness will serve the disadvantaged person better than aggressiveness and bravado.

21. If an otherwise normal child appears to be a non-achiever, it is at least partly the fault of the school.

22. Singling out the contributions to American culture made by Negroes is hypocritical and misleading.

23. Schools can provide effective incentives for learning to all normal children.

24. If a teacher accepts all children alike, regardless of how they perform, they will not do their best work.

25. Negro children must learn that their own well-being depends on being able to get along with whites.

26. In the interests of social equality, emphasis on "pride in race" is undesirable.

27. It is crucial to make disadvantaged pupils realize that your efforts are on their behalf and that learning is to their advantage.

28. It is unrealistic for a teacher to expect to "reach" all of the pupils in a given class.

29. Few children are permanently failure-prone due to prior experience and background.

30. Schools have a unique and major responsibility in bringing about social change.

31. It is unrealistic for a minority group to expect to attain economic and political equality in this society while preserving the attributes of a distinct sub-culture.

32. Disadvantaged minority children are quick to suspect that they are being patronized when white authority figures are friendly and supportive.

(Card No. 1, Continued)

33. Teachers have to give up on chronic non-achievers in order to devote instructional time to pupils who will profit by it.

34. Regardless of a school's efforts, family and peer attitudes will continue to be the major determiners of a child's aspirations.

35. Some children lack the basic, innate drives necessary to achieve in school.

36. Without major changes in other institutions and patterns of society, schools can do little to remedy the handicaps of disadvantaged children.

37. Teachers of disadvantaged minority children should not place a great deal of emphasis on developing manners and attitudes acceptable to the middle class.

38. If a child is persistently unresponsive to his teacher's efforts to involve him in learning tasks, there is little justification for the teacher to continue devoting valuable instructional time to him.

39. Teachers should not foster in Negro children a tendency to differentiate the Negro sub-culture from the greater community.

40. In general, disadvantaged children will learn better when the teacher maintains a somewhat impersonal attitude.

41. As disadvantaged pupils learn skills in communication and other behavioral areas, they should be encouraged to view them as alternatives, rather than replacements, for the ways of their own sub-culture.

42. The sub-culture of the American Negro has positive aspects that can enrich the experience of white children.

43. If teaching conditions are good and the teacher has relatively full information about each pupil, the teacher can find ways of individualizing the curriculum that will promote achievement growth in any normal child, regardless of his socio-economic background.

44. The school and teacher cannot successfully compete with family and peers in the molding of a child's aspirations.

45. Schools cannot expect to provide a good education to children of low native ability.

46. It is irresponsible for a teacher to encourage minority children to believe that their ways are acceptable (i.e., to the middle class) if in fact, they are not.

47. In our time, very few Negroes will attain a middle-class level of economic well-being without publicly conforming to white middle-class standards.

(Card No. 1, Continued)

48. Teachers of disadvantaged pupils should convey the attitude that use of demonstrations and boycotts is constructive and justifiable in the interests of improved life conditions for disadvantaged groups.

49. A certain degree of assertiveness related to racial pride should be encouraged in minority children.

50. If learning is to take place, the child's non-school environment must at least have furnished him with latent incentives.

51. It is pointless to encourage minority children to take pride in aspects of their sub-culture which are not acceptable to the majority.

52. In teaching disadvantaged children it is especially important to convey to them that your feelings are warm and genuine.

53. "Playing-up" minority children's pride in the "heritage" of their sub-culture is only a temporary device to win their confidence.

54. In the short run at least, Negroes need to be aware that they have to achieve better than whites in order to attain comparable social and economic well-being.

USE CARD NO. 2

1. A good affective relationship with the teacher, and a pleasant classroom atmosphere are crucial to the achievement growth of disadvantaged children.

2. Even children with superior native ability can be so damaged by early environmental influences that they are virtually unteachable.

3. A minority must conform to majority standards in order to achieve equal social and economic rewards.

4. Ability to progress from the concrete to the abstract in learning activities is primarily inherited.

5. A child's pre-school environment and experiences largely determine the later limits of his school achievement.

6. Respect for inter-group differences should not lead to de-emphasizing the need to conform to majority standards.

7. "Acceptance" of lower-class minority pupils probably involves several stages, according to the age of the children, but the ultimate goal should be the replacement of their initial mores and attitudes with more viable and widely accepted ones.

(Card No. 2, continued)

8. A teacher with a middle-class background is permanently handicapped in trying to understand and teach slum children.

9. Disadvantaged children of minority groups must come to look upon themselves as "making it on their own" without patronage by whites.

10. It is possible to construct a school environment which successfully combats the undesirable influences of home and peers and alters a child's self-view and aspirations.

11. A teacher should take care, in dealing with lower-class Negro children, not to encourage dependency and submissiveness, however convenient these traits are in the classroom setting.

12. White teachers who act appreciative of aspects of "ghetto" culture are likely to be viewed as hypocritical or insincere by the children raised in that culture.

13. Class management techniques, especially with disadvantaged pupils, should mobilize the children's pride and initiative, rather than stressing docility and cooperating-with-teacher.

14. The slum child who cooperates and achieves well is very likely to be seen as an obnoxious "teacher's pet" to his peers.

15. In dealing with disadvantaged children, teachers should avoid "breaking their spirit" in order to produce conformity but should try to adapt the learning situation to the population of the class.

16. If a teacher's minority pupils frequently suspect him of racial prejudice, they are probably correct.

17. In working with disadvantaged pupils, a teacher needs to view pupil behavior with minimum reference to middle-class morality, ethics and etiquette.

18. Even if "Black Power" is a misguided concept or ideology, it has at least temporary utility in the fight for social justice.

19. Assuming that all other curricular and situational matters were ideal, the teacher's personality would not be a very important factor in pupil achievement.

20. If Negro and other minority children are to learn to play roles in adult life which are productive and personally satisfying, their classes should provide a racially balanced social microcosm permitting the development of social attitudes which are realistic, but favorable.

21. In a class with a large proportion of educationally disadvantaged children, repressive techniques of class management are unavoidable.

(Card No. 2, Continued)

22. Whether a child achieves his full intellectual potential depends primarily on his relationships and experiences outside of school.

23. One of the main values of school integration is that Negro and other minority children have opportunities to earn the esteem of white children at an age early enough to affect basic attitudes toward self and others.

24. Teachers should not encourage the tendency of many minority children to feel that they have to be "extra nice" in order to get along with children of other groups.

25. More than middle-class children, disadvantaged children need to understand (and help formulate) class rules and procedures, so that they do not learn conformity for its own sake.

26. If children do not consistently achieve in school learning, it is usually because insufficient effort is made to harness their interests and utilize their existing goals and aspirations.

27. If disadvantaged groups, especially as defined by ethnic or racial criteria, are to improve their lot as a whole, they must stand together and assert their demands as a group.

HAJ/jb
10/68

## APPENDIX E

## SUPERVISOR QUESTIONNAIRE

Please try to distribute your choices across all four boxes, using as frame of reference your experience with student teachers at this stage of preparation.

| Very Much (Top 10%) | Quite A Lot (Next 40%) | Not Much (Next 40%) | Very Little (Bottom 10%) | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 1. __________is liked by pupils in general. |
| ☐ | ☐ | ☐ | ☐ | 2. __________is liked by low-achieving pupils. |
| ☐ | ☐ | ☐ | ☐ | 3. __________tends to make low achievers confident of their ability to learn. |
| ☐ | ☐ | ☐ | ☐ | 4. __________is imaginative in designing appropriate learning activities. |
| ☐ | ☐ | ☐ | ☐ | 5. __________is flexible in adapting teaching procedures to the needs of pupils. |
| ☐ | ☐ | ☐ | ☐ | 6. __________succeeds in motivating low achievers. |
| ☐ | ☐ | ☐ | ☐ | 7. __________views the school as an agency of social change. |
| ☐ | ☐ | ☐ | ☐ | 8. __________appreciates the contributions of all children to classroom activities. |
| ☐ | ☐ | ☐ | ☐ | 9. __________manner reflects sustained optimism with regard to children's learning potential. |

☐ ☐ ☐ ☐ 10. __________is persistent in attempts to motivate the achievement of even the slowest learners.

☐ ☐ ☐ ☐ 11. __________is able to make school interesting to children with academic deficiencies.

☐ ☐ ☐ ☐ 12. __________is task-oriented, not easily diverted from achievement objectives.

☐ ☐ ☐ ☐ 13. __________is imaginative in developing individual pupils' talents.

☐ ☐ ☐ ☐ 14. __________is able to promote pupils' ability to contribute to the group.

☐ ☐ ☐ ☐ 15. __________approach to (his) (her) pupils' manners and behavior is relatively free of middle-class bias.

☐ ☐ ☐ ☐ 16. __________encourages (his) (her) pupils' to express their views on current social issues.

☐ ☐ ☐ ☐ 17. __________teaches the importance of standing up for one's rights.

☐ ☐ ☐ ☐ 18. __________is relaxed about pupil personal behavior (dress, hair, etc.)

☐ ☐ ☐ ☐ 19. __________helps pupils understand one another.

☐ ☐ ☐ ☐ 20. __________is able to admit mistakes or lack of information to pupils.

☐ ☐ ☐ ☐ 21. __________encourages (his) (her) pupils to sympathize with people who protest against social injustice.

☐ ☐ ☐ ☐ 22. __________promotes (his) (her) pupils' understanding of civil rights demands.

☐ ☐ ☐ ☐ 23. __________encourages feelings of racial pride in (his) (her) Negro pupils.

☐ ☐ ☐ ☐ 24. __________finds ways of bringing out the significant contributions to American culture made by Negroes.

☐ ☐ ☐ ☐ 25. __________helps (his) (her) pupils see the positive aspects of the Negro sub-culture.

☐ ☐ ☐ ☐ 26. __________views pupils as individuals, rather than as members of a racial or cultural subgroup.

☐ ☐ ☐ ☐ 27. __________utilizes knowledge of cultural subgroups in a positive way to promote social learnings.

☐ ☐ ☐ ☐ 28. __________uses teaching methods which do not discriminate against pupils of less privileged backgrounds.

☐ ☐ ☐ ☐ 29. __________is able to promote cooperation without excessive contraint upon pupils' individuality.

☐ ☐ ☐ ☐ 30. __________can control children, for instructional purposes, without encouraging submissiveness.

☐ ☐ ☐ ☐ 31. __________can cope with children's dependency needs without fostering dependency.

☐ ☐ ☐ ☐ 32. __________tends to involve children in decision-making about class procedures.

☐ ☐ ☐ ☐ 33. __________handles deviant behavior constructively.

☐ ☐ ☐ ☐ 34. __________remains calm when behavior problems arise.

☐ ☐ ☐ ☐ 35. __________is able to serve as an identification figure for (his) (her) pupils.

| Very Much (Top 10%) | Quite A Lot (Next 40%) | Not Much (Next 40%) | Very Little (Bottom 10%) | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 36. __________makes good use of opportunities to promote interracial and cross-cultural understanding. |
| ☐ | ☐ | ☐ | ☐ | 37. __________appears to relate equally well to children of all races. |
| ☐ | ☐ | ☐ | ☐ | 38. __________uses appropriate language with pupils. |
| ☐ | ☐ | ☐ | ☐ | 39. __________provides adequate feedback to pupils. |
| ☐ | ☐ | ☐ | ☐ | 40. __________is understanding of pupil feelings-empathy. |
| ☐ | ☐ | ☐ | ☐ | 41. __________is fair in dealing with pupils. |

# APPENDIX F

# EVALUATION AND RESEARCH COGNITIVE BATTERY

## General Directions

The purpose of this program is to repeat the survey at all grade levels of each child's ability to find meaning in pictures, to see spatial relationships, to reason with numbers and perform the basic arithmetic computations, to define common English words, and to understand short sentences and paragraphs.

The plan is to conduct one area of the survey during the first period on each of five successive days as follows: Monday--Picture Survey, Tuesday--Spatial Survey, Wednesday--Number Survey, Thursday--Word Survey, Friday--Reading Survey.

It is hoped that every participating teacher will approach the survey with the kind of enthusiastic support that will establish good rapport with students and insure their best efforts.

After making certain that each child has a pencil with eraser, the survey sheets for the day will be passed out and the identifying information will be completed at the top of each sheet which calls for it. Then the teacher will read through the practice problems with the class and make sure that they are being done correctly. Answer any questions during this practice period, and take whatever time is necessary to insure that each child understands what he is to do. Then have the students turn to the survey proper and tell them to work as many of the problems as they can, after which they are to hand in their papers and proceed with the usual activities for the day. If any students are still working one hour after beginning the survey proper, collect all remaining papers at that time. On such short tests as these, one hour's time should be adequate for even the slowest children to demonstrate the extent of their ability.

An effort has been made to simplify directions and procedures as much as possible. Notice that all answers are to be indicated directly on the survey forms, not on separate answer sheets.

During the survey proper, if students raise questions or appear to be at a loss to proceed, work with them individually, trying not to disturb the rest of the class. Refrain from giving any clues to the answers by directing attention back to the practice problems for the purpose of clarifying procedures. If any questions are raised about guessing, tell them they should try any of the problems which they understand. Encourage all children to do as much of each test as they can within the sixty minutes allowed.

The Number Survey requires a slightly different procedure than any of the other surveys. In order to give non-readers or poor readers an opportunity to demonstrate their number skills, teachers are asked to read each of the story problems aloud, slowly and distinctly, allowing enough time between problems for children to record their answers. It is important that children be told to solve all of these problems "in their heads," without writing anything on their papers except the answers. Failure to provide these instructions will invalidate the results. After reading aloud the last of the story problems, instruct the students to proceed to the computations on the back side of the sheet as soon as they have done all they can on the front. Do not give any further help with the computations except to make sure that students who are able to work such problems do not turn in their papers early without attempting them.

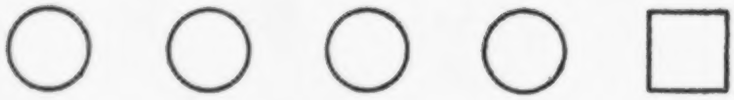
In all of the tests, please take great pains to see that children do not copy from each other.

## PICTURE SURVEY

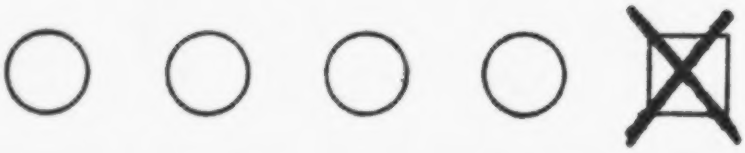
### FIRST PAGE

**Directions:**

Look at this row of pictures. One of these pictures is not like the others. Find the picture that is not the same as the others and mark it with your pencil.

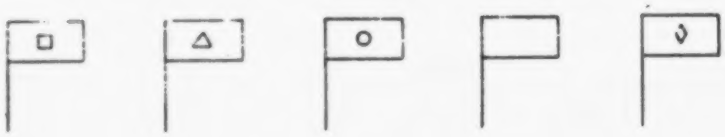


After you mark this one it should look like this. The circles are like each other, but the square is different so we cross out the square.

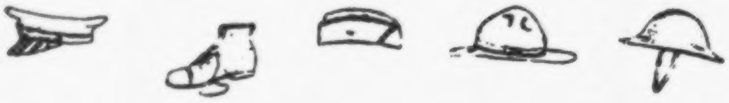


Now let's do the rest of them the same way. In each row of pictures cross out the one that is not like the others.

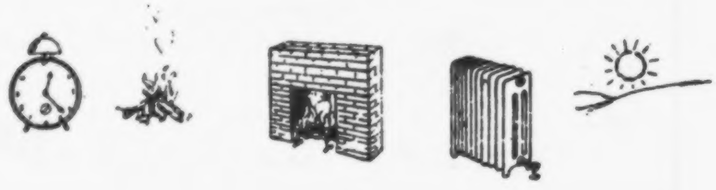
In this row cross out the flag that does not have a mark on it, because it is different than the others.



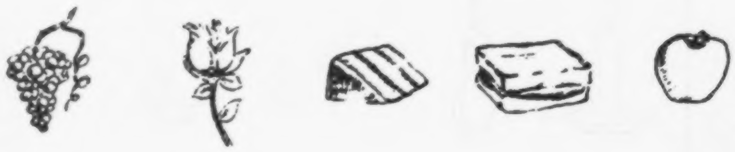
In this row there are four hats. They are like each other because they are hats. The shoe is not like the hats so we cross it out.



In this row there are four things that give us heat. The clock is different, it does not give us heat, so cross it out.



Now do this last row by yourself. Find the picture that is not like the others in some way, and cross it out.



In the bottom row you should have crossed out the rose because it is a flower and not something to eat like all of the others are.

Now work the problems on both sides of the picture sheet this same way. Be sure to try them all. In each set of pictures cross out the one that is not like the others in some way. Do you have any questions? Now go ahead.

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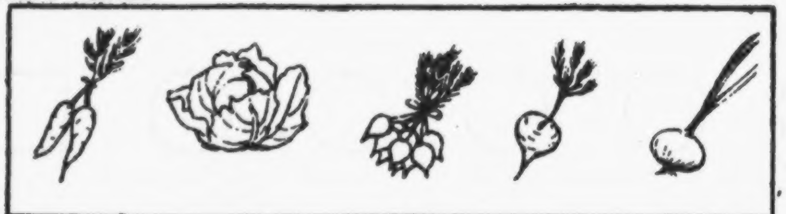
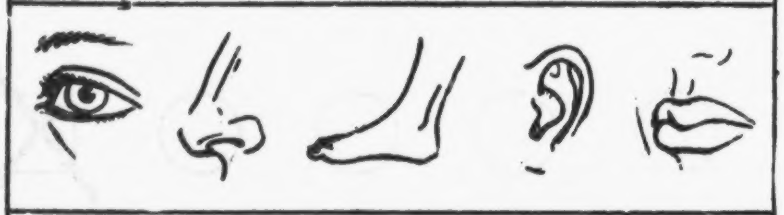
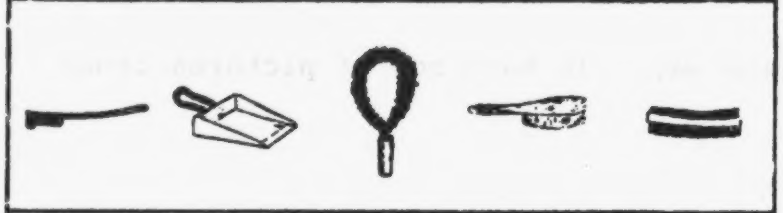
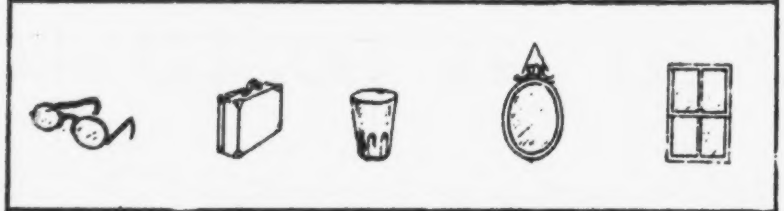
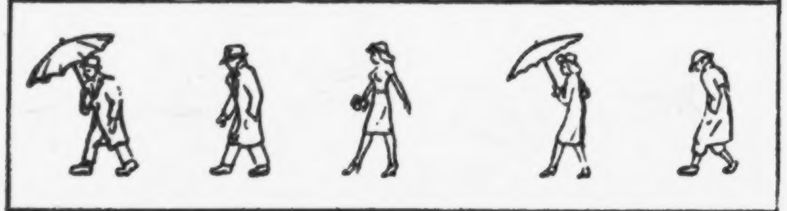
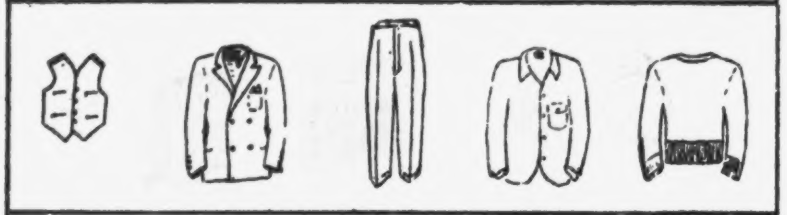
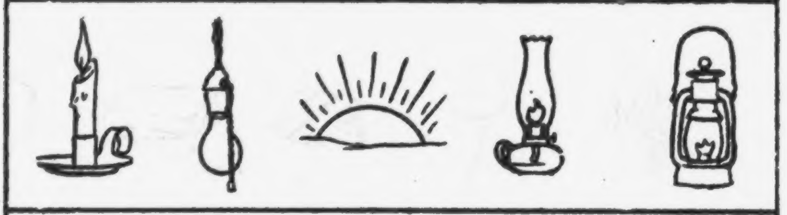
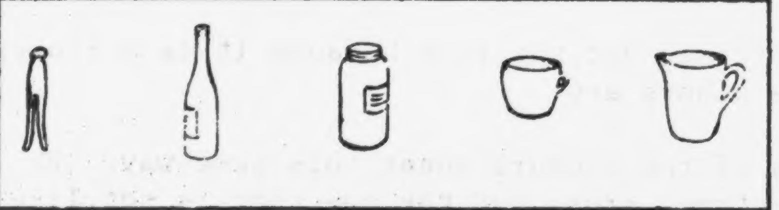
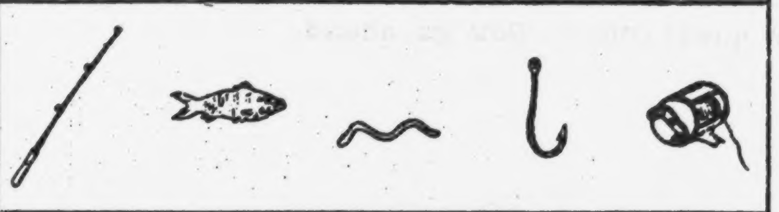
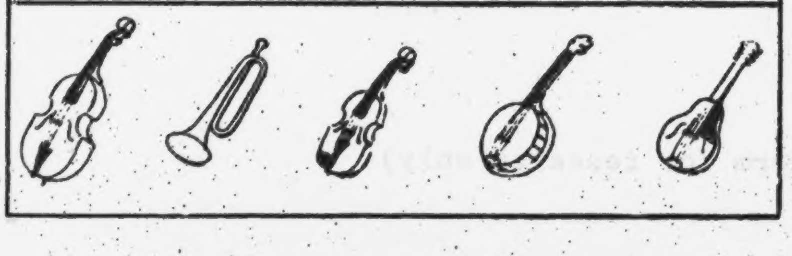
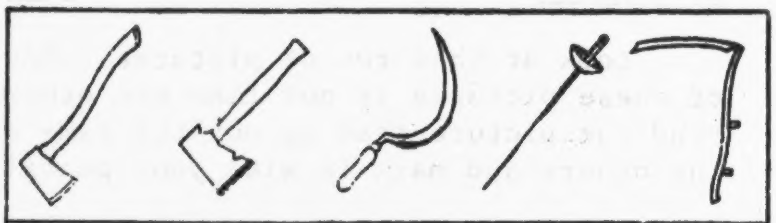
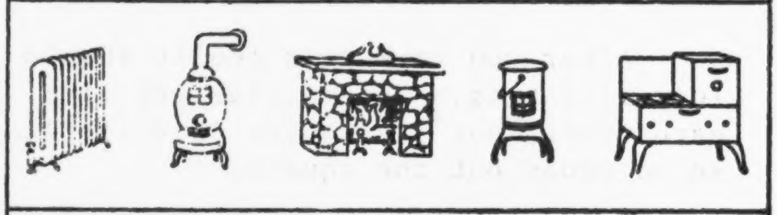
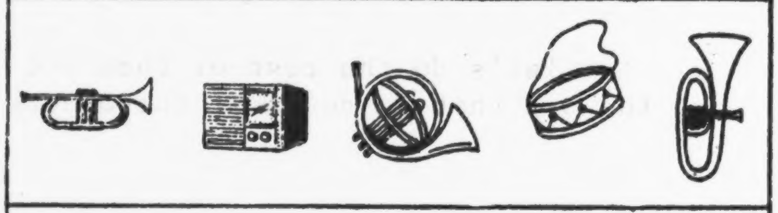
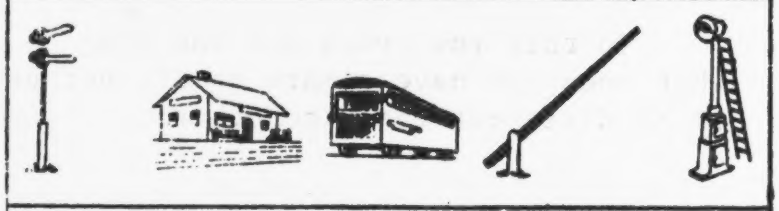
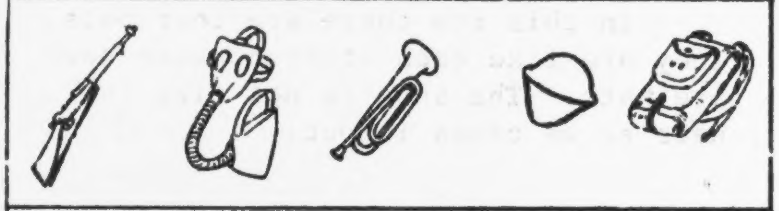
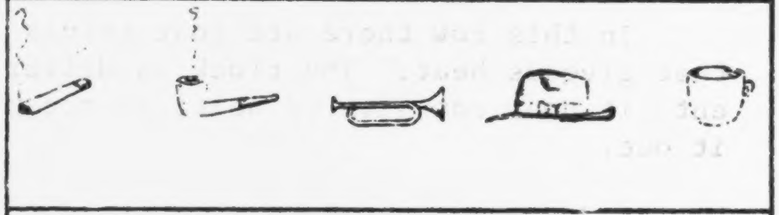
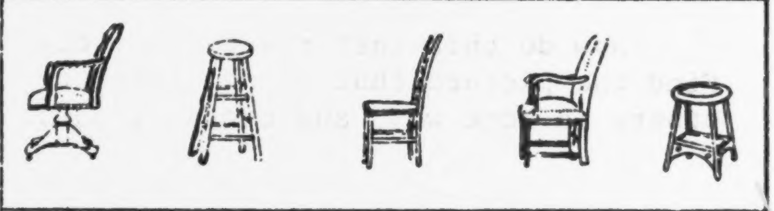
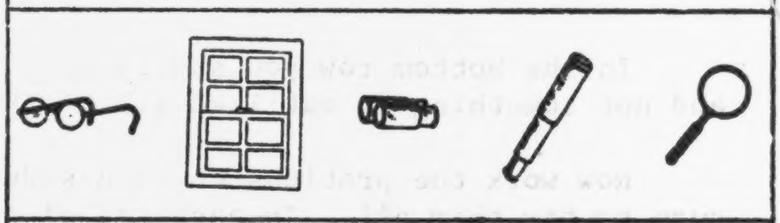
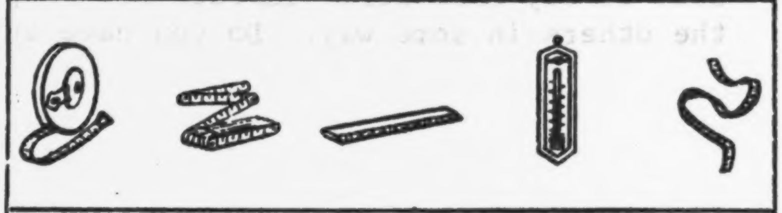
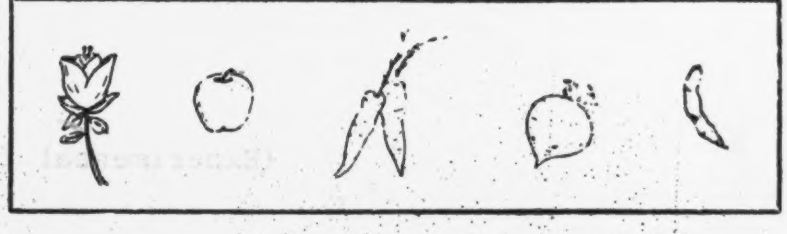
SECOND PAGE

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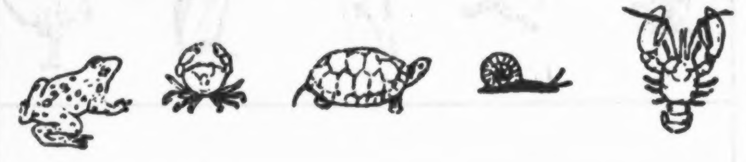

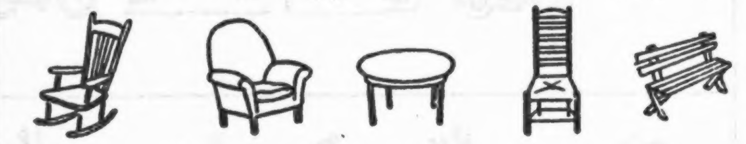

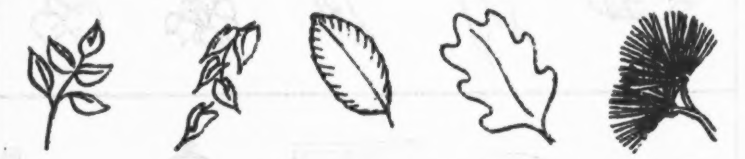

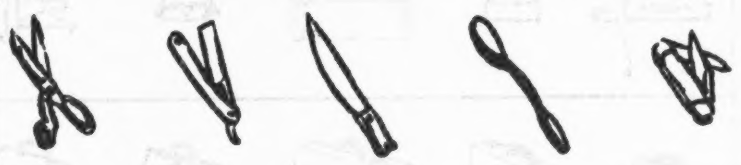

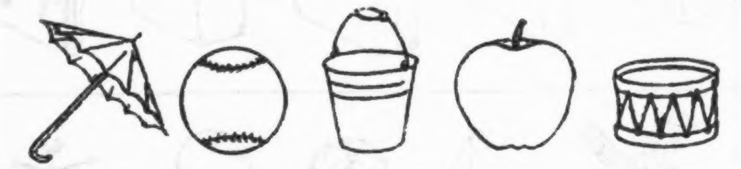

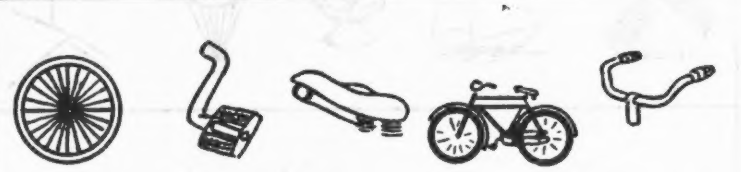

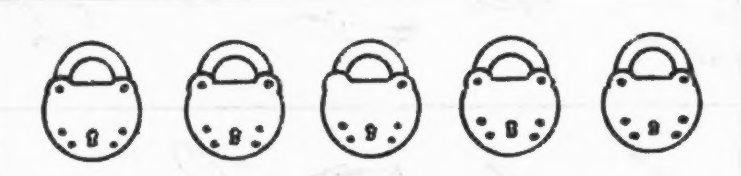

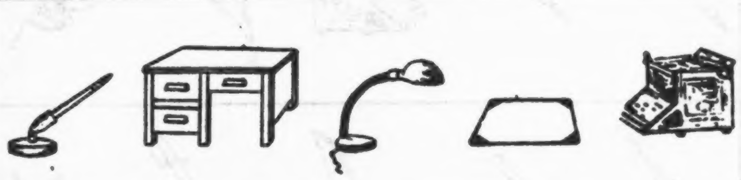

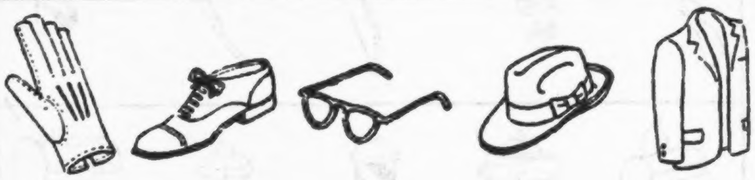

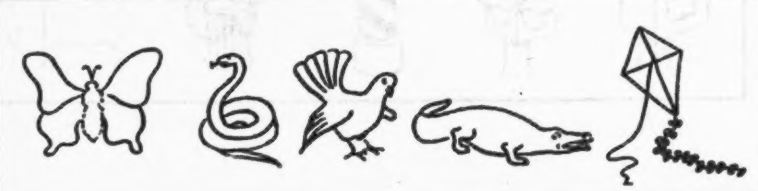

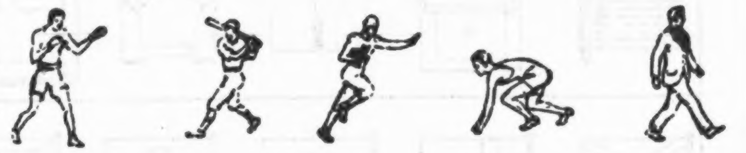

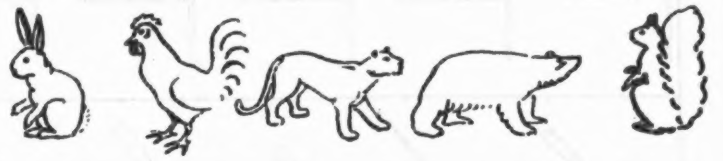

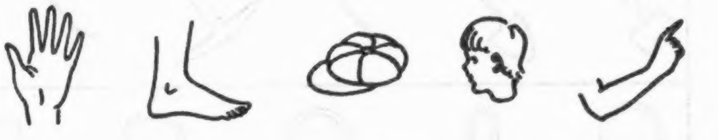

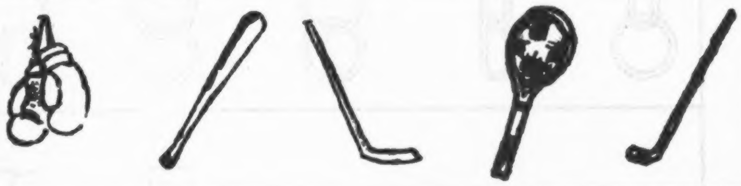

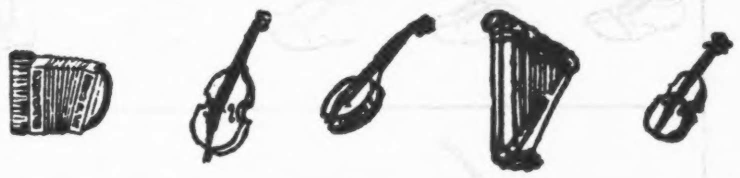

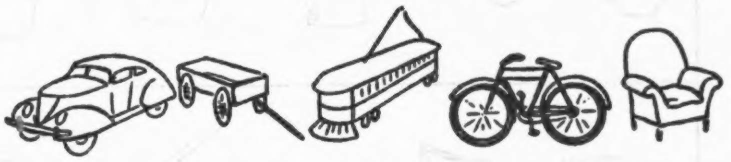

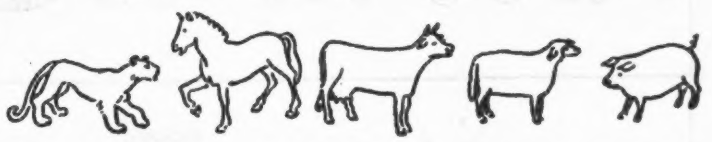

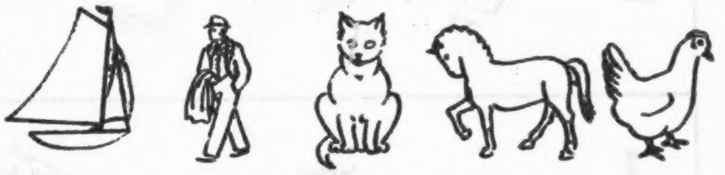

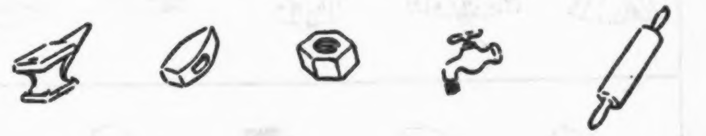

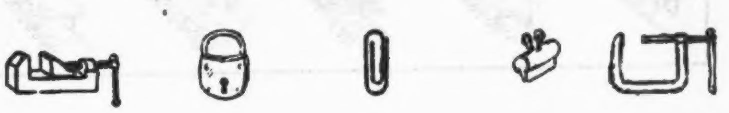

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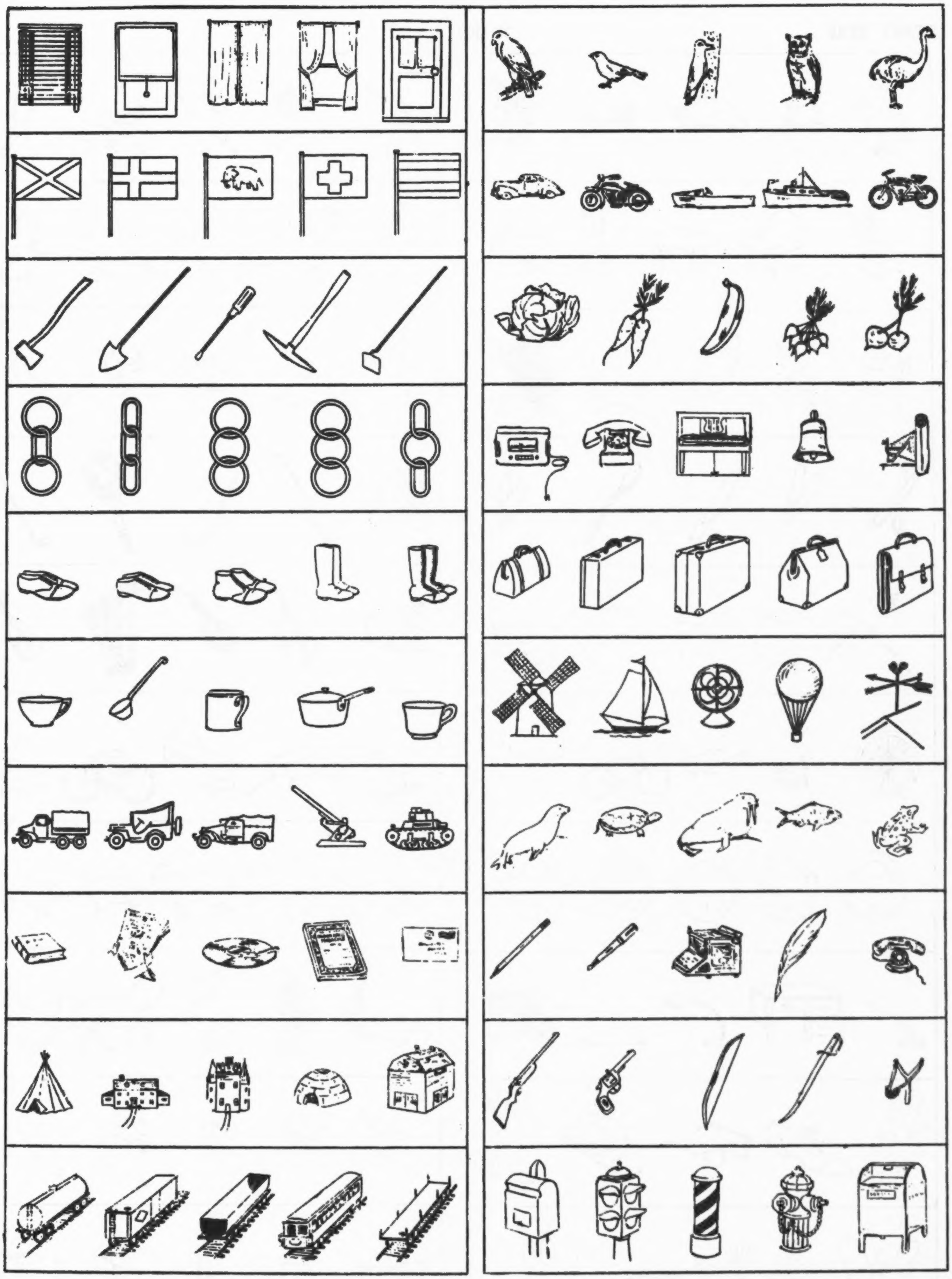

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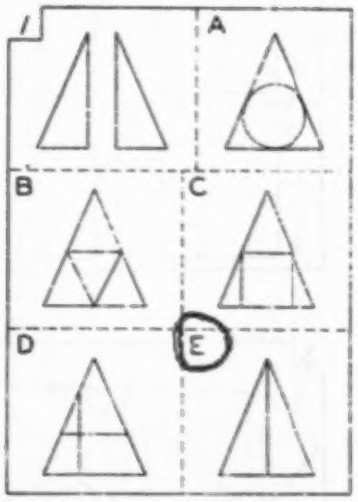
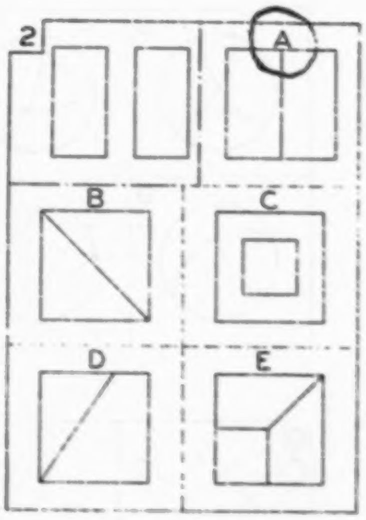
## SPATIAL SURVEY

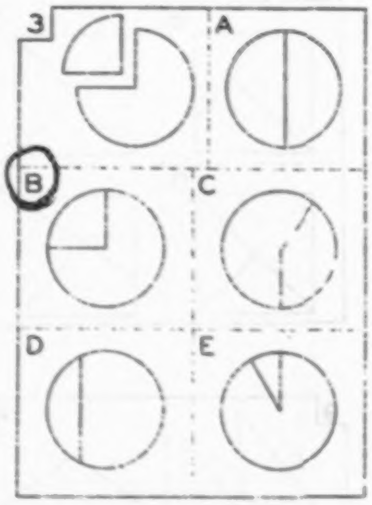
DIRECTIONS: Look at this problem. There are two parts in the upper left-hand corner and five figures labelled A, B, C, D, E. You are to decide which figure shows how these parts can fit together. Notice that Figure A does not look like the parts would look when fitted together. Neither do figures B, C or D. Figure E does look like the parts up in the corner would look when fitted together, so a circle has been drawn around the letter E in this problem to show that it is the right answer.



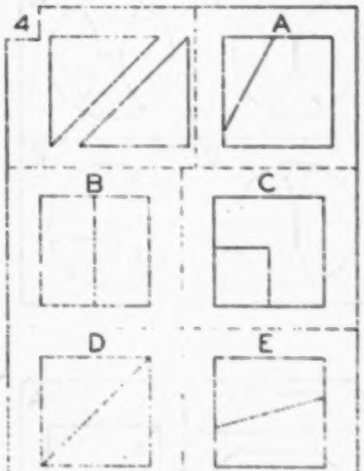
Now look at Problem 2 and decide which figure is the correct answer. As you will notice Figure A is the correct answer so the A is circled in Figure 2.

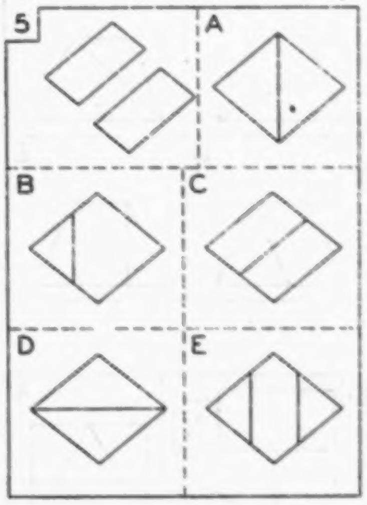
The answer to Problem 3 is B, so the B has been circled in Figure 3 to show that it is the correct answer.

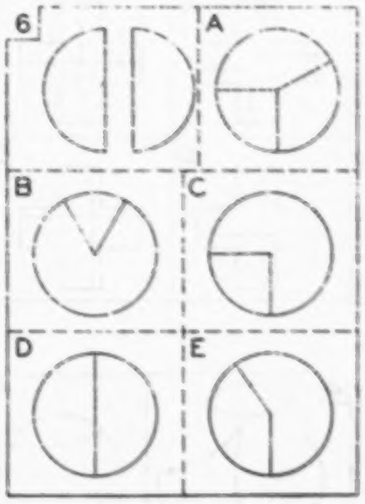


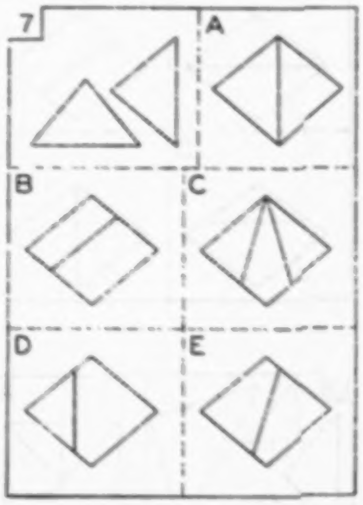


Now do problems 4, 5, 6 and 7. Circle the letter of the correct answer to each problem.

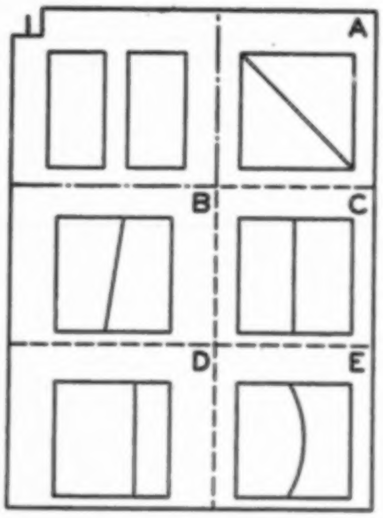


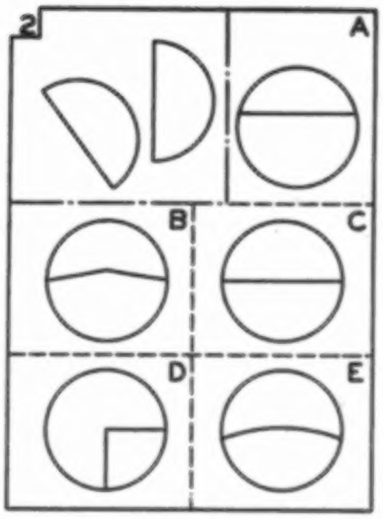


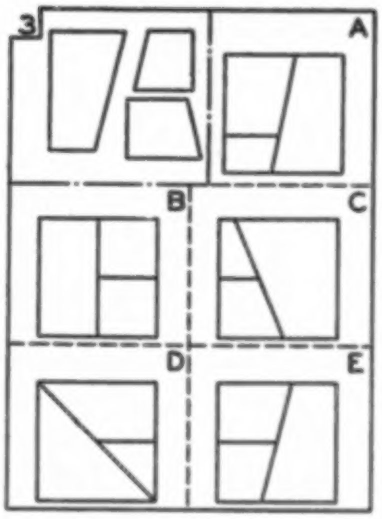


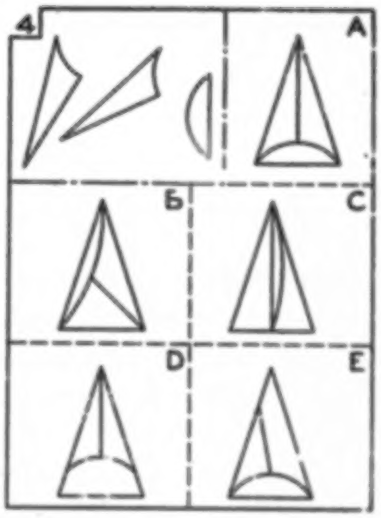


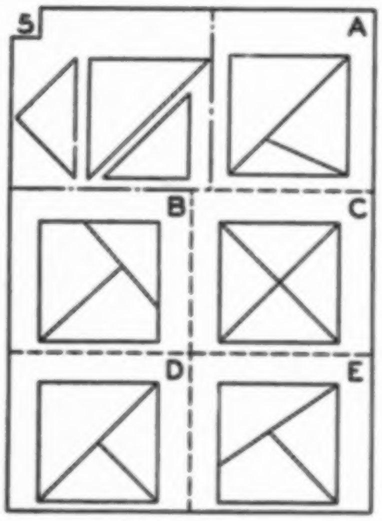
If you have found the right answers for these problems you have circled Answer D in Problem 4, Answer C in Problem 5, Answer D in Problem 6, and Answer A in Problem 7. Some of the problems we are going to do are more difficult than these, but the idea is exactly the same. In each problem decide which figure shows the parts correctly fitted together. Sometimes the parts have to be turned around and sometimes they have to be turned over to make them fit. Now turn over this sheet and go ahead with the rest of the problems.

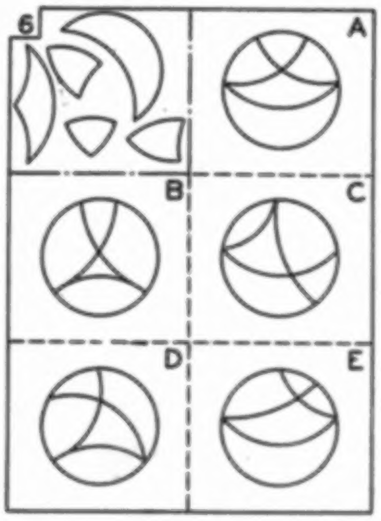


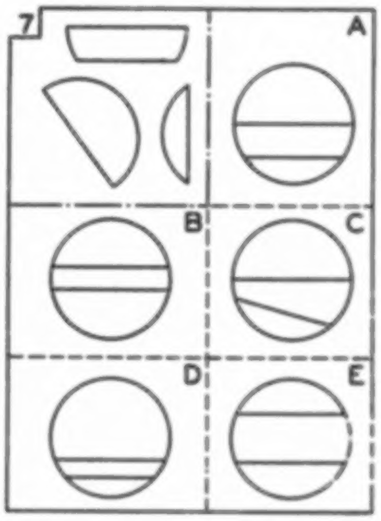


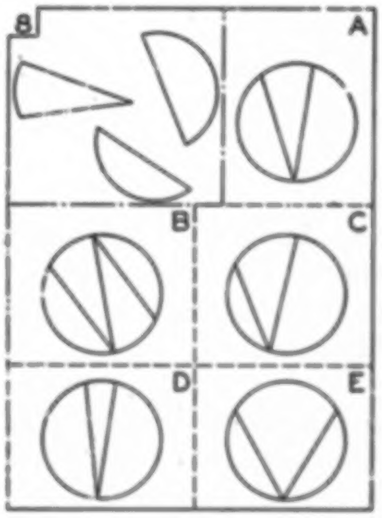


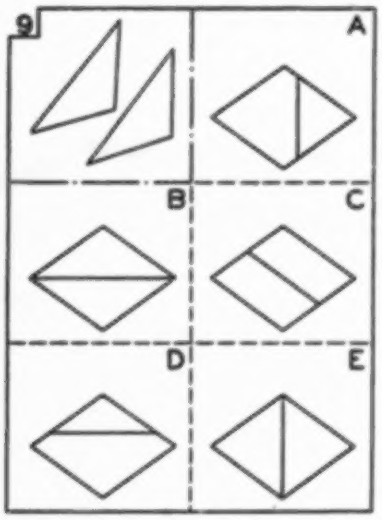


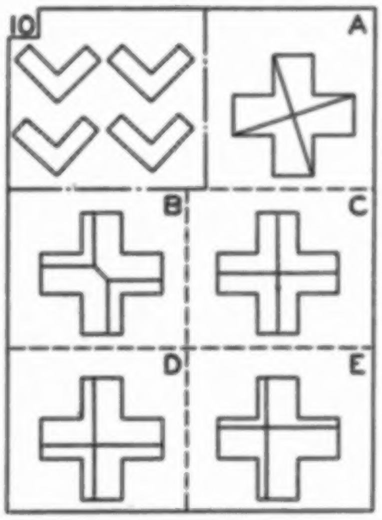


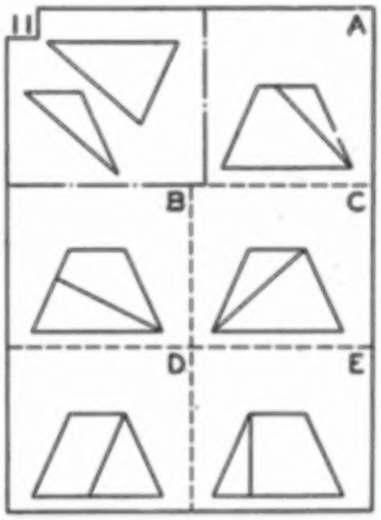


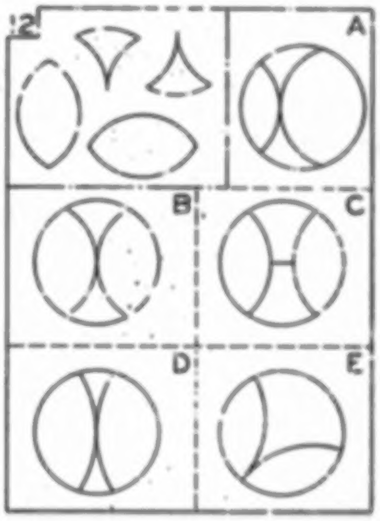


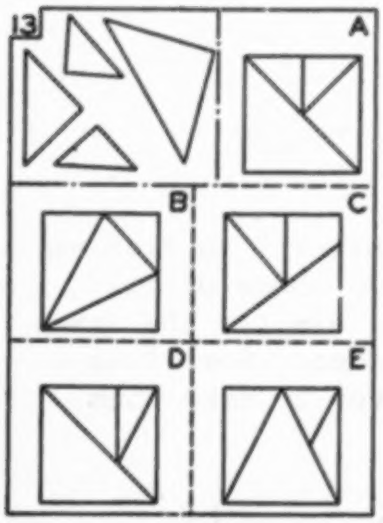


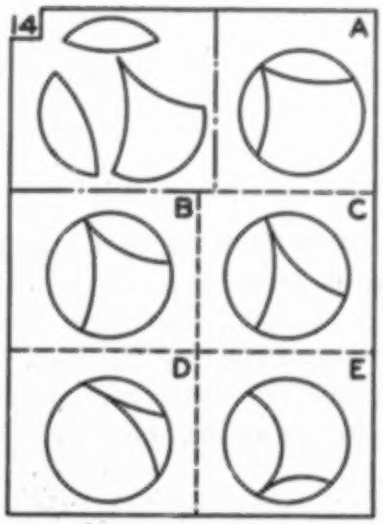


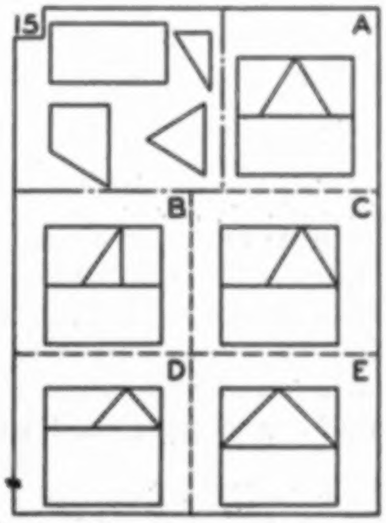


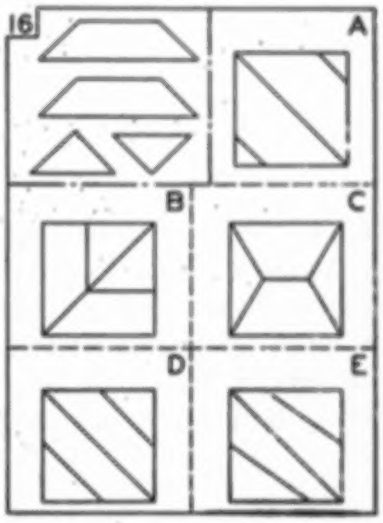












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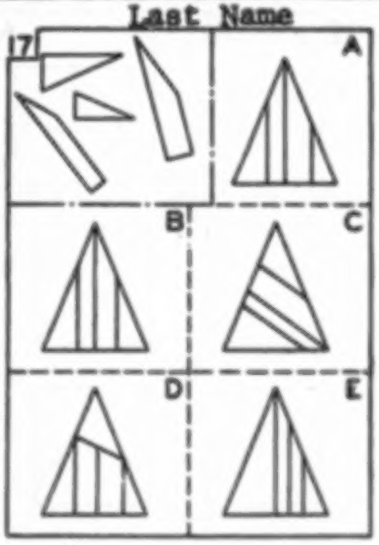

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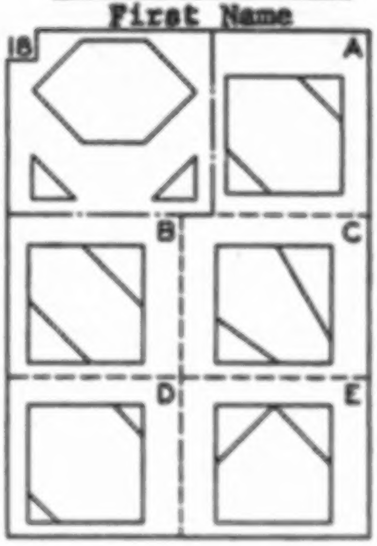

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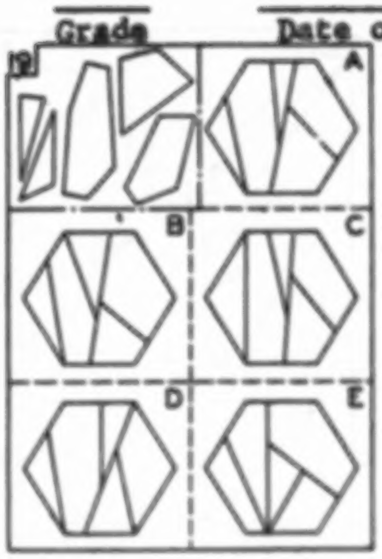

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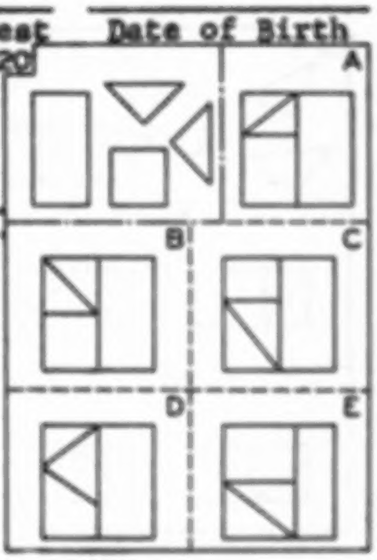

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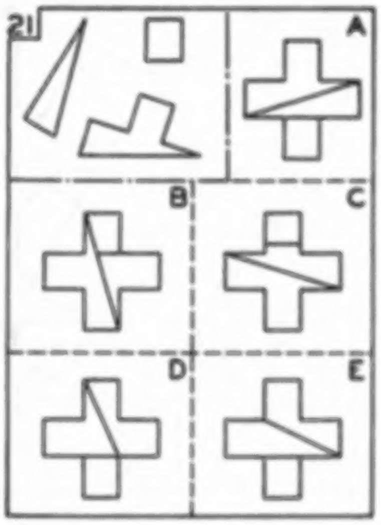

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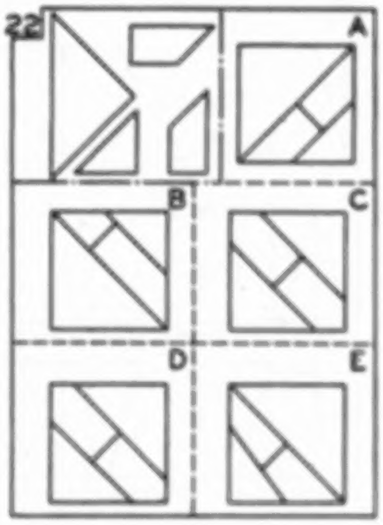

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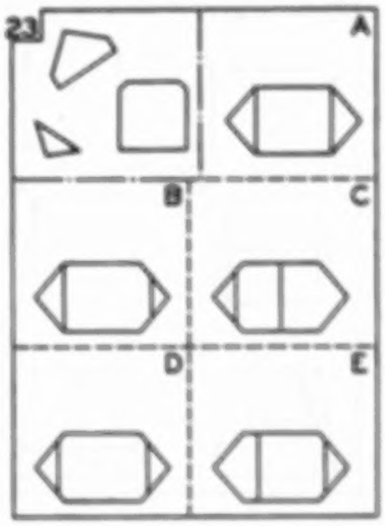

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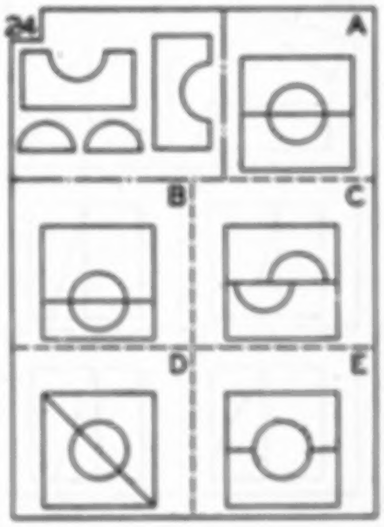

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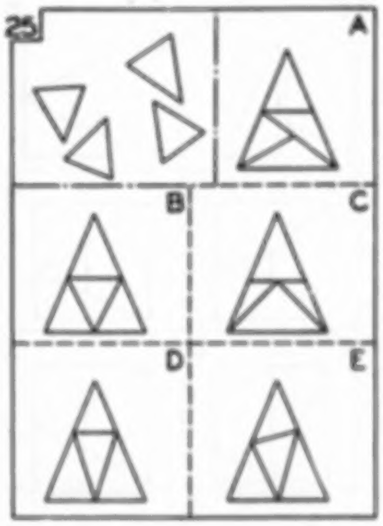

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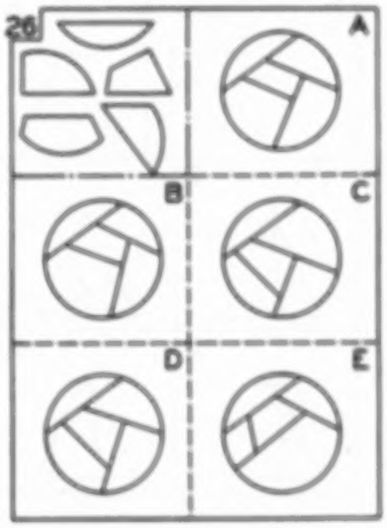

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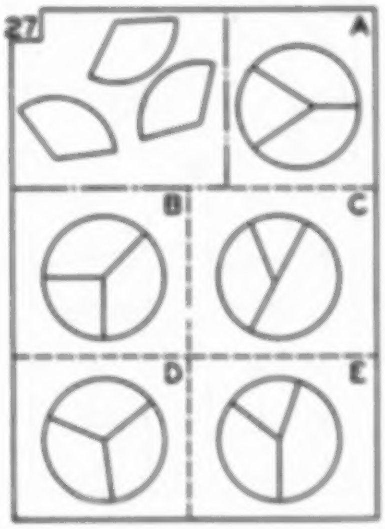

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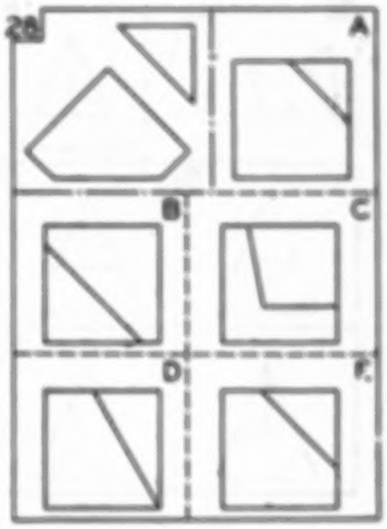

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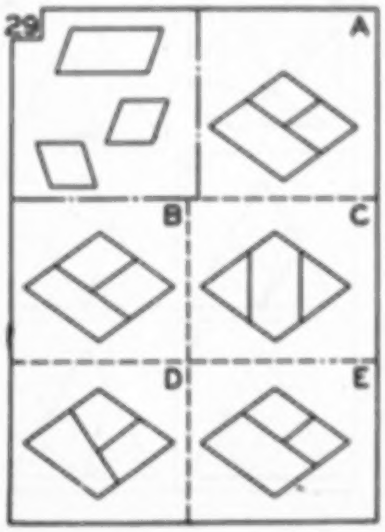

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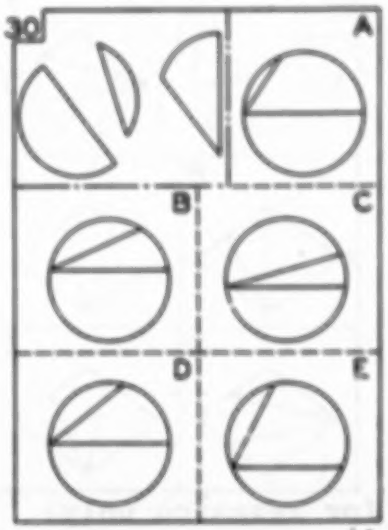

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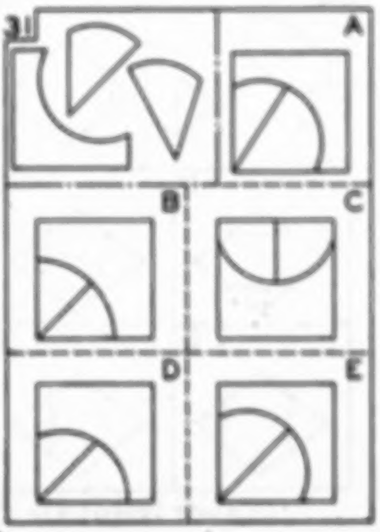

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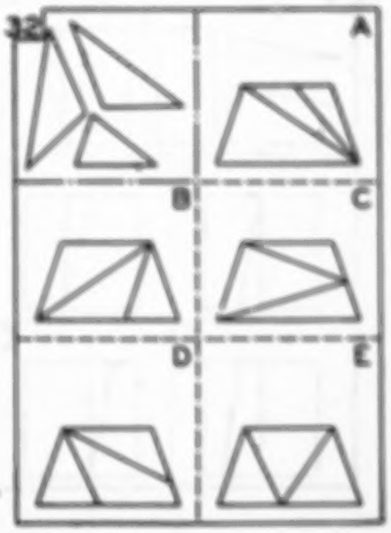

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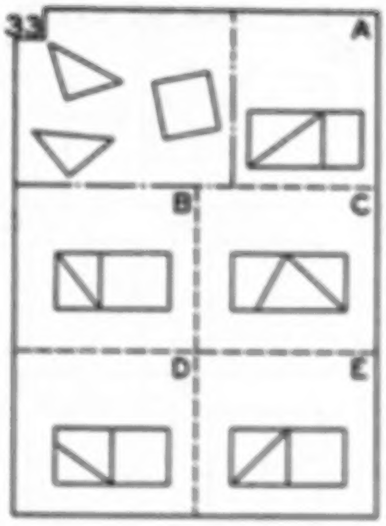

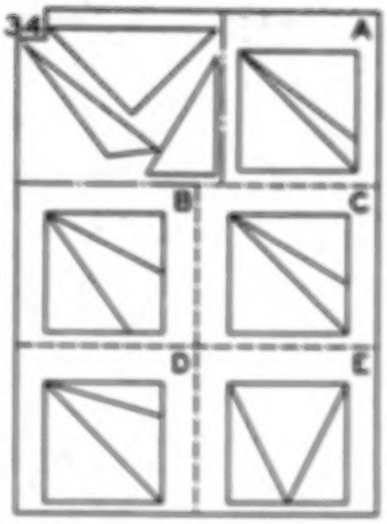

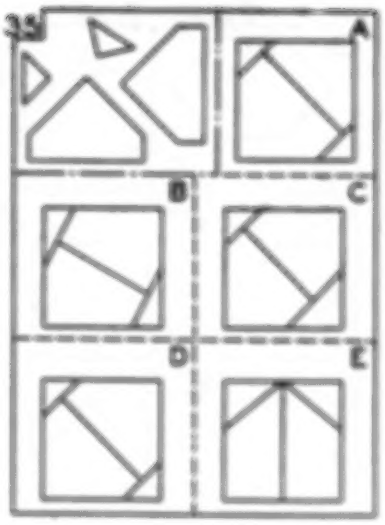

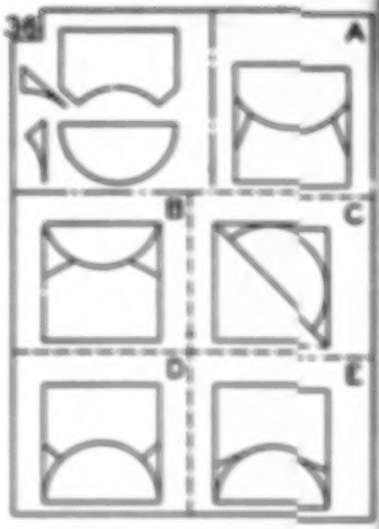

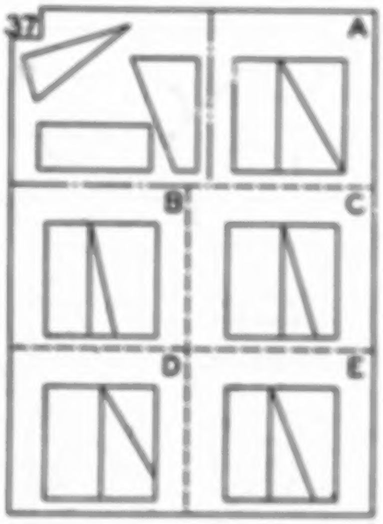

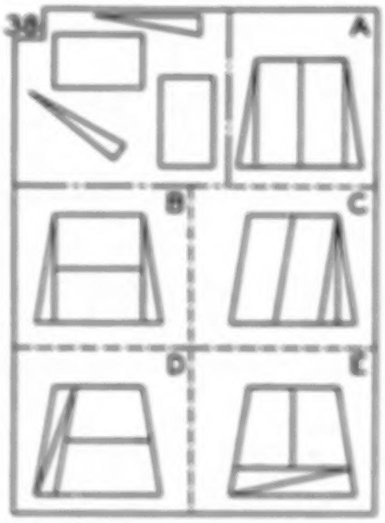

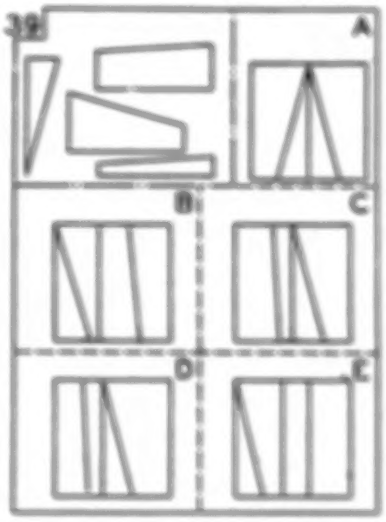

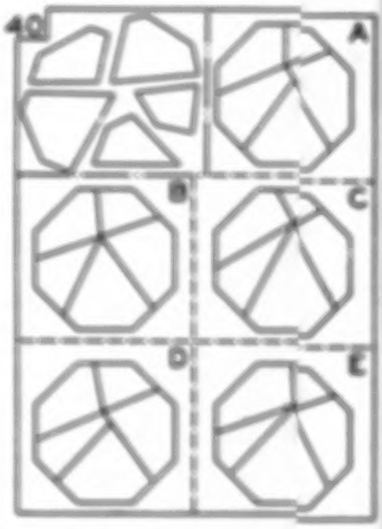

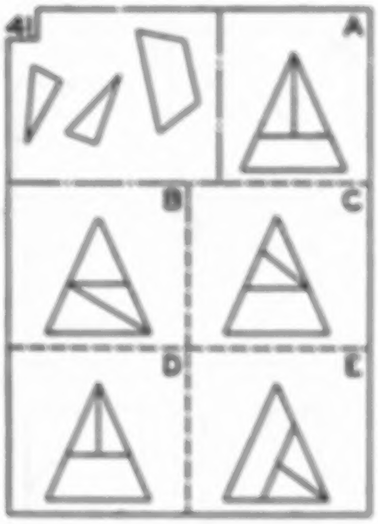

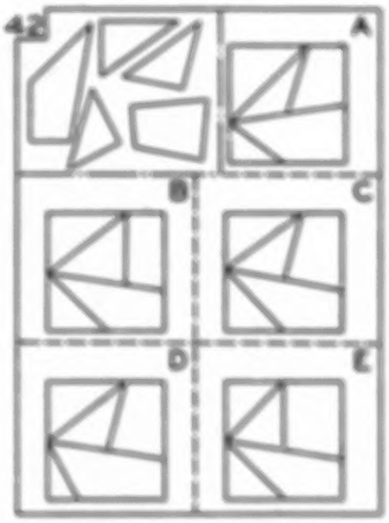

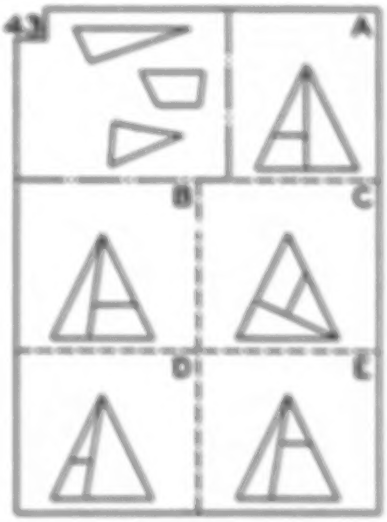

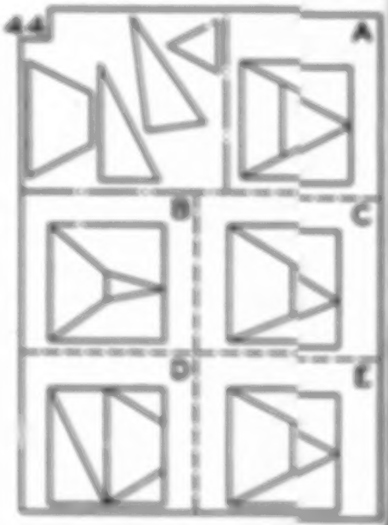

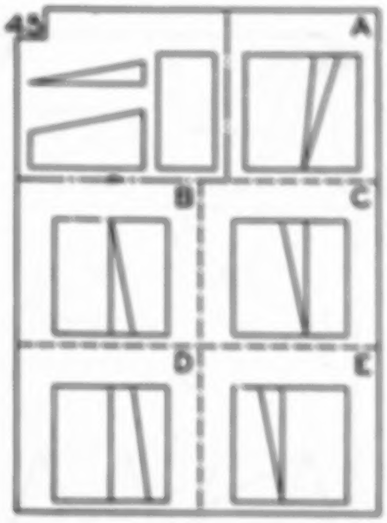

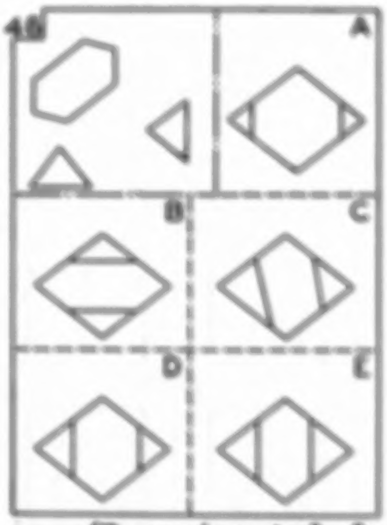

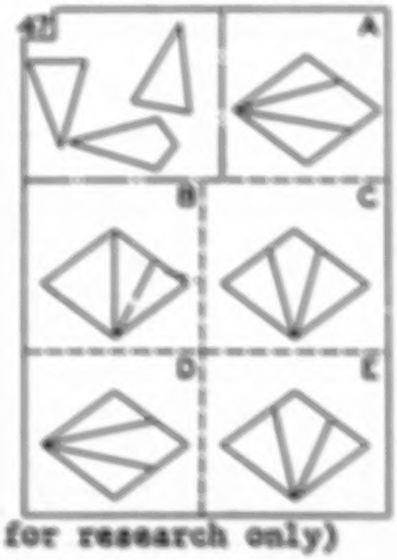

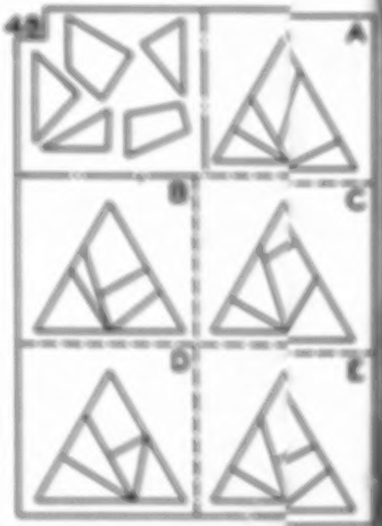

(Experimental form for research only)

| | | | | |
|---|---|---|---|---|
| Last Name | First Name | Grade | Date of Test | Date of Birth |

## NUMBER SURVEY

DIRECTIONS: Write the answers to these questions in the blanks. Answers

1. Count these crosses with your finger and write the number here .............. ______

   X X X X X X X X X

2. If you take away one of these crosses, how many crosses will be left? ______

3. If you take away two more of these crosses, how many will be left? ______

4. If you cut an apple in half, how many pieces will you have? ______

5. Billy had 4 pennies and his father gave him 2 more. How many pennies did he have altogether? ______

6. Tom had 8 marbles and he bought 6 more. How many marbles did he have altogether? ______

7. A boy had 12 newspapers and he sold 5 of them. How many did he have left? ______

8. At 7c each, what will 3 oranges cost? ______

9. A milkman had 25 bottles of milk and sold 11 of them. How many bottles did he have left? ______

10. Four boys had 72 pennies which they divided equally among themselves. How many pennies did each boy get? ______

11. If a boy was paid $4 a day for working in a store, how many days would would he have to work to earn $36? ______

12. If oranges cost 30c a dozen and you buy 3 dozen of them, how much change should you get back from $1.00? ______

13. 36 is two-thirds of what number? ______

14. If 3 pencils cost 5c, what will it cost you to buy 24 pencils? ______

15. If a taxi charges 20c for the first quarter mile and 5c for each quarter mile thereafter, what will be the fare for a two-mile trip? ______

16. Jones and Smith start to play cards with $27 each. They agree that at the end of each game the winner will get one-third of the money which the loser has in his possession. Jones wins three games in a row. How much money does Smith have left at the beginning of the fourth game? ______

NOW DO THE PROBLEMS ON THE OTHER SIDE OF THIS SHEET

(Experimental form for research only)

**DIRECTIONS:** **Write the answers to all of these problems that you can solve.**

| | | | | |
|---|---|---|---|---|
| (Add)<br>$2 + 3$ | (Add)<br>$4 + 3 + 6$ | (Subtract)<br>$6 - 3$ | (Subtract)<br>$14 - 8$ | (Add)<br>$234 + 461 + 925$ |
| (Subtract)<br>$322 - 134$ | (Multiply)<br>$8 \times 3$ | (Multiply)<br>$204 \times 7$ | (Divide)<br>$3 \overline{)\,12}$ | (Divide)<br>$4 \overline{)\,492}$ |
| (Divide)<br>$7 \overline{)\,63}$ | (Multiply)<br>$23 \times 9$ | (Subtract)<br>$4203 - 3705$ | (Multiply)<br>$37 \times 86$ | (Divide)<br>$26 \overline{)\,1326}$ |
| (Add)<br>$10 + 2\frac{1}{2}$ | (Add)<br>$\frac{1}{8} + \frac{1}{2}$ | (Subtract)<br>$3\frac{1}{4} - 2$ | (Subtract)<br>$7 - 5\frac{1}{3}$ | (Add)<br>$\frac{1}{2} + \frac{3}{4} + \frac{5}{8}$ |
| (Add)<br>$192\frac{5}{8} + 21\frac{1}{4}$ | (Multiply)<br>$27 \times 2\frac{1}{3}$ | (Multiply)<br>$\frac{2}{3} \times \frac{3}{4}$ | (Divide)<br>$\frac{3}{4} \div \frac{1}{2}$ | (Multiply)<br>$39 \times .04$ |
| (Add)<br>$.26 + .2 + 4.936$ | (Divide)<br>$8 \overline{)\,2.48}$ | (Divide)<br>$.002 \overline{)\,90.12}$ | (Multiply)<br>$32.1 \times 1.97$ | $\frac{3}{4}$ written as a decimal is ______ |

| | | | | |
|---|---|---|---|---|
| Last Name | First Name | Grade | Date of Test | Date of Birth |

## WORD SURVEY

DIRECTIONS: Circle the best answer for each sentence as shown in the examples below.

Examples: Cows give us eggs [✓ milk] silk mush coal
Big means bad pretty tiny [✓ large] sad

1. A street is a field hill road stream path
2. I write with a book dish ball pencil dog
3. A saucer is a table spoon hat eat dish
4. Jelly is eaten on bread potatoes cabbage soup lobsters
5. To learn is to jump give fall know wake
6. Men are dogs statues women people monkeys
7. The stomach is for eating fighting hunting success exercise
8. If we are merry we are sad married happy drunk naughty
9. To step is to ride fall stop write walk
10. We fry cookies eggs coffee people flowers
11. To be furious is to be angry gentle pretty silly noisy
12. A spade is used to insult dig rake carry win
13. Flutter refers to wings drinking singing heels teeth
14. Like means same different lady new candy
15. Bran comes from fish peaches wheat bananas liver
16. Wealth is bananas strength happiness presents riches
17. A scholar is a fool pendant book student birch
18. To agree is to argue consent flavor love upset
19. A warrant is served by a cafeteria preacher restaurant salesman policeman
20. A major is an artist officer auditor orator igloo
21. To preserve is to save water fish brown boil
22. A cave is a rock lake coat hole porch
23. Many means several mice coins less some
24. Spinal pertains to fish collarbone architecture backbone disease
25. To fidget is to scream squirm forget mend rest
26. To recognize is to talk overlook know ignore seem
27. Transact refers to business bridges streetcars theaters churches
28. To achieve is to deceive ravage acknowledge pass accomplish
29. To rumple is to sit iron dance wrinkle ride
30. To take is to send please carry lose give
31. A zone is an acre estate era area antiseptic
32. A far country is away near beautiful strange rich
33. Rickets is a kind of medicine disease furniture game food

(Experimental form for research only)

| | | | | | | |
|---|---|---|---|---|---|---|
| 34. | Temperature refers to | electricity | dampness | pressure | heat | sunshine |
| 35. | A ladle is a | star | crib | dipper | canoe | lady |
| 36. | To resume is to | stop | continue | start | consider | smoke |
| 37. | Unfruitful means | unproductive | frosted | bitter | unfaithful | green |
| 38. | To forewarn is to | forearm | forbear | forget | forgive | foretell |
| 39. | To whir is to | eat | laugh | buzz | wiggle | cut |
| 40. | Immune means | exposed | vast | diseased | inundated | protected |
| 41. | To seclude is to | travel | suspect | withdraw | linger | mistrust |
| 42. | Rations refer to | food | logic | soldiers | banks | countries |
| 43. | To be ruthless is to be | pitiful | punishing | competitive | pitiless | aggressiv |
| 44. | A denial is a | refusal | proposal | declamation | cock | confirmation |
| 45. | To attack is to | assault | kill | fasten | sink | tease |
| 46. | Reckless means | heartless | careless | fearless | useless | ageless |
| 47. | A lathe is a kind of | bath | building | onion | machine | clock |
| 48. | Straddle refers to | babies | fighting | position | money | leather |
| 49. | A kingdom is a | monastery | country | palace | capitol | fish |
| 50. | To recruit is to | discount | retreat | enlist | march | fight |
| 51. | A leer is a kind of | dance | beckoning | vegetable | payment | look |
| 52. | To make a pun is to | laugh | rhyme | joke | fasten | kick |
| 53. | To rejuvenate is to make | young | happy | beautiful | silly | blonde |
| 54. | To foil is to | arrest | prevent | avoid | flavor | squeal |
| 55. | A clubfoot is a kind of | gadder | plant | society | deformity | animal |
| 56. | A bilge belongs to a | wheelbarrow | automobile | ship | tree | fish |
| 57. | To shroud is to | bury | shiver | shape | cover | worry |
| 58. | To rile is to | laugh | consider | anger | draw | envy |
| 59. | A dilemma is a | problem | horn | controversy | digression | contradiction |
| 60. | Infallible means without | religion | error | permission | science | legality |
| 61. | A zigzag path is | narrow | rough | up-and-down | back-and-forth | roundabout |
| 62. | One may incur | speed | measles | spinach | people | debt |
| 63. | To administer is to | squander | manage | substitute | judge | partake |
| 64. | To exemplify is to | enlarge | exonerate | illustrate | distrust | placate |
| 65. | Manifold means | many | duplicate | multiform | few | simple |
| 66. | To dupe is to | poison | dress | deceive | demolish | clean |
| 67. | Presentiment means | foreboding | gift | official | emotion | chastisement |
| 68. | Anterior refers to | back | side | front | right | left |
| 69. | To venture is to | risk | have | explore | conquer | tease |
| 70. | A privilege is a | kitchen | right | letter | crime | favor |

(Experimental form for research only)

Last Name ______ First Name ______ Grade ______ Date of Test ______ Date of Birth ______

## READING SURVEY - I

**DIRECTIONS:** Read the question. Then read the paragraph and find the answer to the question. At the end of the paragraph, draw a circle around the word which answers the question. Do both sides of the page.

**SAMPLE:** What does Tom's dog do?
Tom has a dog.
The dog runs.

has [✓ runs] Tom dog

**SAMPLE:** Who has a cat?
Mary has two pets.
They are a cat and a dog.

pets cat dog [✓ Mary]

---

1. What does Peter have?
Peter is a boy.
He has a ball.

boy ball doll Peter

2. Who is here with the car?
Mother said, "Come, Jane.
Father is here with the car."

Jane car Mother Father

3. Who likes the cat?
Baby has a cat.
She does not like the cat.
Brother likes it.

Baby cat likes Brother

4. What did the boy lose?
A boy was looking for something he lost.
A man said, "I will help you find it."
They found the penny in the grass.

grass nickel penny man

5. Who was the child?
Molly saw a child.
She said, "What is your name?"
The child said, "My name is Betty."

Molly name Betty child

6. What doll did the little girl like most?
A little girl had two dolls.
She got one this year and one last year.
She said, "I like my new doll, but I like the old doll best."

two dolls old doll new doll little girl

7. What did the farmer feed the cows?
A farmer had cows, horses, chickens and ducks. He fed the cows and horses hay. To the chickens and ducks he fed corn.

horses corn hay ducks

8. How old is Bill?
Mary is ten years old. She has little twin brothers named Tom and Bill, and a brother Jack who is twelve years old. Tom is six.

ten twelve six eight

9. What did Father want the children to do?
Father said, "Hurry, children. We shall be late for the train. We are going to see Grandma and Grandpa."

see Grandma to see to hurry to be late

10. Where does Bob help his father?
Bob goes to school every day except Saturday and Sunday. On Saturday he helps his father at the store. On Sunday he and his father go to church.

church Saturday store father every day

11. What kind of kitten did Mrs. Brown find?
Mrs. Brown found a kitten in the barnyard one winter day. The kitten was so weak it could hardly stand. Mrs. Brown took it into the warm house and put it into a little basket.

weak little warm barnyard house

(OVER)

12. Where did John go last?
John said, "I did two things today. I went to the bank after I took my book back to the library."

bank library school today
John

13. When is Alice's next music lesson?
Alice is becoming a fine musician. She practices on the piano every day. On Tuesday and Friday she takes her music lesson. Today is Wednesday.

Monday Tuesday Wednesday
Thursday Friday

14. Of what are toy animals made in Mexico?
In Mexican markets many things are on display. The tourist can buy brightly colored blankets of wool or cotton; leather shoes or purses; clay pigs, cats, or rabbits; and interesting carved human figures made of wood. Many of the toy animals are painted in bright colors with funny dots and stripes.

colors wood leather clay
dots and stripes

15. When did the children go for a walk?
On Tuesday it rained, so the children played indoors. Wednesday morning it was still too muddy to play outside, but their father took them for a ride in the park. Yesterday was bright and clear, and they went for a walk in the forest. They met an old woman when they had gone about a mile.

yesterday in the park
Tuesday morning in the forest
about a mile

16. Which rug is most expensive?
The merchant said, "The dye used in this red rug comes from a very tiny animal. Thousands of animals are necessary to make even a small amount of dye. For that reason the rug is worth much more than the blue or green rugs."

animals blue red green
tiny merchant

17. Which game do I prefer?
Second only to tennis, in my opinion, is the game of golf. Both games require more skill of hand and quickness of movement and eye than card games or checkers.

tennis golf card games
checkers games

18. How did I feel?
The angry rhinocerous came so close that I could hear the huge beast snort. I reached for my automatic rifle, although I well knew that my bullets would have little effect on his tough hide. Terrified, I watched him advance toward me.

angry huge well little terrifie

19. Whom did Washington praise?
During the hardships of the Revolutionary war, everyone--young and old, soldiers, farmers, and artisans --all worked arduously for their country. Washington frequently commended especially the patriotism and devotion of the women. They worked as tirelessly as the soldiers on the battlefields, but with other implements than firearms.

soldiers women farmers
artisans patriotism

20. What means of transportation seemed peculiar to Mr. Jones?
For thirty years Mr. Jones lived in a country where the dog-team was the sole means of transportation. Accustomed as he was to the sled or travois, he found it difficult, on his return to civilization, to refrain from gaping wide-eyed in wonder at the automobiles of our modern city streets.

dog-team sled automobiles
street travois

(Experimental form for research only)

Last Name ______ First Name ______ Grade ______ Date of Test ______ Date of Birth ______

## READING SURVEY - II

**DIRECTIONS:** Read the question. Then read the paragraph and find the answer to the question. At the end of the paragraph, draw a circle around the word which answers the question. Do both sides of the page.

**SAMPLE:** What does Tom's dog do?
Tom has a dog.
The dog runs.

has [✓ runs] Tom dog

**SAMPLE:** Who has a cat?
Mary has two pets.
They are a cat and a dog.

pets cat dog [✓ Mary]

---

1. What is the most economical type of locomotive?
Engineers strive to reduce the weight of engines and thereby lessen the pounding of the driving wheels against the iron rails at high speeds. Less pounding means longer wear, both for locomotives and tracks. The new stream-line trains are usually made from aluminum and are both lighter and easier to pull than the old type steel locomotives.

steel aluminum iron wood

old-type

2. Who may submit entries in the contest?
The committee of judges will give careful attention to every entry submitted. The entrants should type the manuscripts on only one side of the paper. Any magazine reader is eligible to compete. The contest is closed to relatives of the judges, or employees of the firm.

committee members employees

judges judges' relatives

magazine readers

3. Future buyers of airplanes may expect a reduction in what?
Airplanes are rapidly being improved to increase speed and safety. In fact, each new plane built is out of date soon after delivery to the purchaser. Eventually, when the experimental stage in aviation has been passed, airplanes will be standardized and produced at a considerably lower price than at present.

delivery speed safety price

aviation airplanes

4. What do vocational tests measure?
Tests for vocational guidance are effective tools in helping high school students select suitable occupations. The counsellor explains to the student that the tests cannot dictate his future vocation in absolute terms, but rather point out his aptitudes and abilities. He may then make a more intelligent and successful occupational choice than would be possible otherwise.

occupations absolute terms

aptitudes counsellor

guidance

(OVER)

5. What kind of abstracts appear in "Biological Abstracts"?

"Biological Abstracts" is a scientific journal consisting of extremely condensed summaries or abstracts of current scientific, biological literature. Biology, however is such an extensive field that the abstracts, if published in one volume, would be expensive and bulky. They are, therefore, divided into five volumes dealing with specialized topics within the general biological field, each of which may be purchased independently.

extensive widespread expensive

condensed bulky volume

6. What should citizens do in reading news items?

A newspaper becomes an organ of propoganda when subversive influences are allowed to invade the field of reporting events. Citizens should be trained to evaluate each news item in terms of its authenticity, and to expend unmitigated efforts in denouncing newspapers which flagrantly violate veracity in efforts to influence political conduct.

evaluate denounce violate

invade influence veracity

7. What partially overcomes the limits of human perception?

There are limits of exactness in human perception which are irremedial. As two lines or forms are made more nearly equal, a point is reached at which the unaided eye can no longer distinguish between them. To eliminate this source of error in observation, precision instruments have been devised which permit greater accuracy of measurement than could be obtained otherwise.

observation instruments

exactness accuracy

irremedial forms

8. What makes diagnosis of fatigue difficult?

Depression, inattention, and erratic behavior may result from fatigue. In any consideration of fatigue, the capacity of the human being to compensate temporarily by special effort should be remembered. This capacity not infrequently produces remarkable results and may be correspondingly misleading. Interpretation of fatigue is impossible, even when aggravated, unless this capacity is controlled or eliminated.

compensation capacity results

fatigue aggravated eliminated

depression

(Experimental form for research only)

# APPENDIX G

## EVALUATION AND RESEARCH

### PUPIL SELF RATING
### (Self Esteem and Student Teacher Reaction Form)

## Pupil Self-Rating Sheet

Name ____________________________________ Boy______Girl__________
(Check one)

School ____________________________________ Room_________Date__________

Once in a while, students need to stop and think about how they are doing, in school work and in general.

This questionnaire gives you a chance to look at yourself and decide what your strong and weak points are. Everyone will have his own opinions, so be sure that your answers show how you see yourself, compared to other boys and girls your age, not just those in your class or school.

The teachers will not see your answers.

The questionnaire does not allow you to say that you are "the same" as most students. We want you to decide whether you are better or worse than others your age.

Find the box which indicates your answer. The words at the top show what the boxes in each column stand for. Mark an X in one of the boxes to show your answer.

| Much better | Just a little better | Not quite as good | Not nearly as good | Compared with other boys and girls my age, how do I rate now? |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 1. Doing well in art work, painting, or drawing |
| ☐ | ☐ | ☐ | ☐ | 2. Being able to read well |
| ☐ | ☐ | ☐ | ☐ | 3. Being able to write stories |
| ☐ | ☐ | ☐ | ☐ | 4. Being able to laugh about things easily |
| ☐ | ☐ | ☐ | ☐ | 5. Being able to speak correctly |
| ☐ | ☐ | ☐ | ☐ | 6. Being able to spell well |
| ☐ | ☐ | ☐ | ☐ | 7. Having good handwriting even when I'm in a hurry |
| ☐ | ☐ | ☐ | ☐ | 8. Knowing how to do arithmetic--being able to do number problems |

| Much better | Just a little better | Not quite as good | Not nearly as good | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 9. Being able to listen to people who don't agree with my ideas |
| ☐ | ☐ | ☐ | ☐ | 10. Being able to figure out the answer that is asked for in a problem |
| ☐ | ☐ | ☐ | ☐ | 11. Understanding how other people feel when they have troubles or problems |
| ☐ | ☐ | ☐ | ☐ | 12. Being interested in music--playing an instrument or singing |
| ☐ | ☐ | ☐ | ☐ | 13. Understanding the facts that are important in solving problems |
| ☐ | ☐ | ☐ | ☐ | 14. Being able to set my own goals and work toward them |
| ☐ | ☐ | ☐ | ☐ | 15. Being able to talk to teachers--feeling comfortable with them |
| ☐ | ☐ | ☐ | ☐ | 16. Thinking up answers to problems--answers no one else has thought of |
| ☐ | ☐ | ☐ | ☐ | 17. Trying to understand what life is all about |
| ☐ | ☐ | ☐ | ☐ | 18. Being able to finish one job before I start another |
| ☐ | ☐ | ☐ | ☐ | 19. Being able to figure out the key to a hard problem |
| ☐ | ☐ | ☐ | ☐ | 20. Being honest about my feelings |
| ☐ | ☐ | ☐ | ☐ | 21. Having ideas come to me easily and quickly |
| ☐ | ☐ | ☐ | ☐ | 22. Being able to tell my ideas in fron of other people |
| ☐ | ☐ | ☐ | ☐ | 23. Having plenty of friends among the boys |
| ☐ | ☐ | ☐ | ☐ | 24. Being able to keep my mind on my work |
| ☐ | ☐ | ☐ | ☐ | 25. Being willing to tell what I think even when no one else agrees with me |

| Much better | Just a little better | Not quite as good | Not nearly as good | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 26. Being good-looking |
| ☐ | ☐ | ☐ | ☐ | 27. Being able to remember things that I've learned |
| ☐ | ☐ | ☐ | ☐ | 28. Being cooperative with teachers |
| ☐ | ☐ | ☐ | ☐ | 29. Knowing what to do to get the right answer to a problem |
| ☐ | ☐ | ☐ | ☐ | 30. Letting my imagination go when I want to |
| ☐ | ☐ | ☐ | ☐ | 31. Understanding other people's feelings |
| ☐ | ☐ | ☐ | ☐ | 32. Having a good complexion |
| ☐ | ☐ | ☐ | ☐ | 33. Being able to make people laugh--being funny or humorous |
| ☐ | ☐ | ☐ | ☐ | 34. Being fair to other people even when I don't especially like them |
| ☐ | ☐ | ☐ | ☐ | 35. Enjoying my teachers--wanting to cooperate with them |
| ☐ | ☐ | ☐ | ☐ | 36. Liking everybody at least a little bit |
| ☐ | ☐ | ☐ | ☐ | 37. Being able to find new ways of putting ideas together |
| ☐ | ☐ | ☐ | ☐ | 38. Being independent, leading my life the way I want to |
| ☐ | ☐ | ☐ | ☐ | 39. Being able to solve a hard problem by turning it around and seeing it in a new way |
| ☐ | ☐ | ☐ | ☐ | 40. Knowing how other people feel when they have hard problems to solve |
| ☐ | ☐ | ☐ | ☐ | 41. Solving problems in ways other kids haven't tried before |
| ☐ | ☐ | ☐ | ☐ | 42. Being able to lose in a game and not complain about it |

| Much better | Just a little better | Not quite as good | Not nearly as good | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 43. Being friendly to everyone |
| ☐ | ☐ | ☐ | ☐ | 44. Controlling my temper with girls |
| ☐ | ☐ | ☐ | ☐ | 45. Being a leader when we play games |
| ☐ | ☐ | ☐ | ☐ | 46. Learning new things, even if they're hard |
| ☐ | ☐ | ☐ | ☐ | 47. Being able to take tests without worrying about how I'll do |
| ☐ | ☐ | ☐ | ☐ | 48. Not being afraid |
| ☐ | ☐ | ☐ | ☐ | 49. Not being upset when people argue |
| ☐ | ☐ | ☐ | ☐ | 50. Being a good sport |

The next questions are different. We want you to answer some questions about the Student teacher who was in your class.* Your answers will be very helpful to us in improving the training of teachers. Please give us your own opinions - not your neighbors. We want to know what you as individuals think. Please take it seriously.

| Yes, Very Much | Yes, Quite A Lot | No, Not Very Much | No, Very Little | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 1. Did ____________________ make classwork interesting? |
| ☐ | ☐ | ☐ | ☐ | 2. Did ____________________ try to be a good teacher? |
| ☐ | ☐ | ☐ | ☐ | 3. Did ____________________ give you enough freedom in class? |
| ☐ | ☐ | ☐ | ☐ | 4. Did you feel ____________________ liked you as a person? |
| ☐ | ☐ | ☐ | ☐ | 5. Did ____________________ have a good sense of humor about things that happen in class? |

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* Examiner - If more than 1 student teacher, modify wording accordingly

| Yes, Very Much | Yes, Quite A Lot | No, Not Very Much | No, Very Little | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 6. Did ________________ talk to the class in a way that you understand? |
| ☐ | ☐ | ☐ | ☐ | 7. Did ________________ try different ways to help you learn? |
| ☐ | ☐ | ☐ | ☐ | 8. Did ________________ let you express your opinions in class? |
| ☐ | ☐ | ☐ | ☐ | 9. Was ________________ able to keep the class from getting out of control? |
| ☐ | ☐ | ☐ | ☐ | 10. Did ________________ give you information about how you did on assignments? |
| ☐ | ☐ | ☐ | ☐ | 11. Do you think ________________ knows how you feel about things? |
| ☐ | ☐ | ☐ | ☐ | 12. Was ________________ fair with all the students? |
| ☐ | ☐ | ☐ | ☐ | 13. Is ________________ the kind of person you would like to be? |
| ☐ | ☐ | ☐ | ☐ | 14. Did ________________ help students want to cooperate and work together? |
| ☐ | ☐ | ☐ | ☐ | 15. Did ________________ help students understand each other as persons? |
| ☐ | ☐ | ☐ | ☐ | 16. Is ________________ the kind of perso who can admit it when they don't know something? |
| ☐ | ☐ | ☐ | ☐ | 17. Did ________________ let you fix your hair and dress the way you want? |
| ☐ | ☐ | ☐ | ☐ | 18. Did ________________ encourage you to do the best you can? |
| ☐ | ☐ | ☐ | ☐ | 19. Did ________________ encourage student to take part in making rules about how the class is run? |
| ☐ | ☐ | ☐ | ☐ | 20. Did ________________ help you want to learn new things? |

| Yes, Very Much | Yes, Quite A Lot | No, Not Very Much | No, Very Little | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 21. Did __________________help you to learn how to think for yourself? |
| ☐ | ☐ | ☐ | ☐ | 22. Did __________________think you can learn even if you don't catch on as fast as others in the class? |
| ☐ | ☐ | ☐ | ☐ | 23. Did __________________encourage students to express different points of view in class? |
| ☐ | ☐ | ☐ | ☐ | 24. Did __________________make you feel bad if you make a mistake? |
| ☐ | ☐ | ☐ | ☐ | 25. Did ________________encourage students to speak out against social injustice? |
| ☐ | ☐ | ☐ | ☐ | 26. Did ________________help you feel good about yourself? |
| ☐ | ☐ | ☐ | ☐ | 27. Did _______________help students see different sides of racial issues? |
| ☐ | ☐ | ☐ | ☐ | 28. Did _______________encourage students to understand how the civil right protestors feel about things when discussing protests and demonstrations? |
| ☐ | ☐ | ☐ | ☐ | 29. Did _______________seem to like students whether they learn quickly or not? |
| ☐ | ☐ | ☐ | ☐ | 30. Did _______________bring out that it's important for all groups to register and vote for what they believe in? |
| ☐ | ☐ | ☐ | ☐ | 31. Did _______________help you feel that what you learn in school will help you in later life? |
| ☐ | ☐ | ☐ | ☐ | 32. Did _______________encourage students to stand up for their rights? |
| ☐ | ☐ | ☐ | ☐ | 33. Did _______________help you want to keep trying even if something seems hard? |

| Yes, Very Much | Yes, Quite A Lot | No, Not Very Much | No, Very Little | |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | 34. Did __________________ bring pictures and news stories to class that show the contributions to our life that are being made by Negroes and other minority group people? |
| ☐ | ☐ | ☐ | ☐ | 35. Did __________________ help students realize how Negroes and other minority group people have helped to build our country? |
| ☐ | ☐ | ☐ | ☐ | 36. Did __________________ help students feel that they can do well in their school work even if they haven't done well so far? |
| ☐ | ☐ | ☐ | ☐ | 37. Did __________________ appreciate differences among students and make you feel that it's good to be what you are? |
| ☐ | ☐ | ☐ | ☐ | 38. Did __________________ help students feel that most problems in and out of school can be solved? |
| ☐ | ☐ | ☐ | ☐ | 39. Does __________________ believe in justice and fair treatment for all people? |

# APPENDIX H

## SELF-ESTEEM MEASURES OF 4TH, 5TH, AND 6TH GRADE PUPILS IN INTEGRATED AND DE FACTO SEGREGATED SCHOOLS

Harold A. Jonsson

### Introduction

Self-concept is seen as central to the individual's feelings of adequacy, autonomy, and dignity. The relationship between self-concept of self-esteem and personality and achievement variables is frequently alluded to. Commentators on social and educational disadvantage are virtually unanimous in the opinion that poverty, segregation, and socio-economic and racial discrimination result in low self-esteem and low aspiration levels.

Research findings indicate that Negro children resist identifying with, and assign negative roles to, members of their own race (Clark, 1947; Stevenson and Stewart, 1958). These reactions of blacks to involuntary segregation have led to self-esteem and identity building efforts. Examples of these efforts are slogans such as "Black is beautiful" and programmatic efforts with preschoolers designed to convince them that they should be proud to be "black men." In spite of the rationale for such efforts, the self-conscious and exaggerated nature of present activities at reversing negative self-images seems to serve a defensive function.

Jervis (1959) has made precisely this point stating that a highly positive self-concept may indicate a highly defensive one and does not necessarily represent a well adjusted personality. It appears as though the need for self-deception arises because of a more fundamental need to maintain and build self-esteem. Brophy (1959) suggests that the development of high self-acceptance often serves a defensive function in the personality. If the prevailing efforts to reject the stigma of inferiority are successful, de facto segregated black students will evidence unrealistically high self-esteem

Improvement of attitudes toward self has become an explicit objective of ESEA Title I projects, and as such, requires evaluation of the effectiveness of project efforts. The purpose of this study was to determine how black and white children in de facto segregated and integrated school situations rate themselves in regard to self-esteem, to identify differential areas of self-rating, and to inquire into various assumptions about self-esteem.

The analysis focused on the following comparisons:

1. Black boys and girls in de facto segregated schools
   vs
   White boys and girls in de facto segregated schools
2. Black boys and girls in integrated schools
   vs
   White boys and girls in integrated schools

3. Black boys and girls in de facto segregated schools
   vs
   Black boys and girls in integrated schools

4. White boys and girls in de facto segregated schools
   vs
   White boys and girls in integrated schools.

## Hypotheses

Four general hypotheses were tested:

1. The perceived self-esteem ratings of black pupils attending integrated schools are more realistic than black pupils attending de facto segregated schools.

2. There is no difference in the perceived self-esteem ratings of white pupils attending integrated schools and white pupils attending de facto segregated schools.

3. The perceived self-esteem ratings of white pupils are more realistic than than those of black pupils regardless of type of school attended.

4. The perceived self-esteem ratings of black and white girls are higher than than those of black and white boys.

## Sample

The sampling procedure for all groups was identical. Eighteen intact classes were selected randomly from among the 4th, 5th, and 6th grades available from (a) two de facto segregated white schools, (b) two de facto segregated black schools and (c) two integrated schools. Heterogenous ability grouping is used by all schools.

The particular schools included in the study were selected to provide as wide range of socio-economic levels as possible. For the de facto segregated comparison, schools were selected having the largest percentage of black and white pupils respectively.

## Procedures

Self-Esteem Rating Scale -- A self-report method of data collection was used. In the selection of a scale, and its modification for use in the present study, it was assumed that the underlying components of self-esteem, such as the feelings of dignity, worth, and adequacy are not amenable to assessment by self-report methods. How one behaves, reacts, and thinks about his behavior in particular situations is presumably more amenable to self-rating. It was further assumed that for use with school-age children, the content of the items should center around school-related topics and other questions which pupils view as "developmental tasks" for their age group. The scale used in this study contains these emphases.

The self-rating scale contains 73 items, with several sub-categories permitting reliability checks on the respondents.

In the present study the students were asked to compare themselves with boys and girls in general of the same age. They were explicitly instructed not to use students in their class or school as their frame of reference for judging each item. The importance of this procedure must be underscored as it is vital to the interpretation of how realistic are the self-esteem scores for particular groups.

The children were asked to take this opportunity to take stock of how they rate in various respects and are repeatedly reminded to think of each item in these terms: "Compared to other boys and girls my age, how do I rate now?" For each item, the child may rate himself in any of the following four ways: "much better," "just a little better," "not quite as good," and "not nearly as good." The students were not permitted the option, "about the same."

In order to make numerical comparisons of item ratings, arbitrary values were assigned to each of the four possible responses which then permitted the computation of average response values for each sub-group. This was done in the following manner: "much better +2, "just a little better" +1, "not quite as good," -1, "not nearly as good" -2. On this basis, it would be expected that the mean ratings given by a normally distributed population, provided that they had perfect judgment as to the objective facts, would tend to approach zero on all items.

The interpretation of the average weighted rating is as follows:

| Rating | Interpretation |
|---|---|
| 2.00 (hypothetical) | All pupils rated themselves as "much better" than "other boys and girls of my age." |
| 1.00 | On the average, pupils rated themselves as "just a little better" than other children. |
| .00 | The tendency of some pupils to claim a positive rating was balanced by others' tendency to give themselves a negative rating. |
| -1.00 | On the average, pupils rated themselves as "not quite as good" as other children. |
| -2.00 | All children rated themselves as "not nearly as good" as other children. |

### Data Analysis

Two kinds of analyses were conducted:

1. The agreement between the cumulative distributions for each comparison was determined by the Kolmogorov-Smirnov Two-Sample Test. The purpose of this

test is to determine whether the distributions are sufficiently similar to conclude they show only random deviations from the Population (Siegel, 1956). Each item in the self-esteem self-report rating questionnaire was analyzed in this manner. Where the difference between the distributions of two groups for a particular item reached the .05 level of significance for a one-tailed test, there were accepted as non-chance differences.

2. The weighted mean for each item was computed for each group. The weighted averages and the difference between these averages are reported for those items which met the criterion for statistical significance based on the Kolmogorov-Smirnov Test.

The analyses of the data followed the format below, thus permitting 12 comparisons.

1. Comparisons of students in de facto segregated schools
   - (a) Within Sex:
     Black Boys vs. White Boys (BB v WB)*
     Black Girls vs. White Girls (BG v WG)
   - (b) Between Sex:
     Black Boys vs. Black Girls (BB v BG)
     White Boys vs. White Girls (WB v WG)
2. Comparisons of students in integrated schools
   - (a) Within Sex:
     Black Boys vs. White Boys (BB v WB)
     Black Girls vs. White Girls (BG v WG)
   - (b) Between Sex:
     Black Boys vs. Black Girls (BB v BG)
     White Boys vs. White Girls (WB v WG)
3. Comparisons of students in de facto schools with students in integrated schools
   - (a) Boys:
     De Facto Black Boys vs. Integrated Black Boys (DBB v IBB)
     De Facto White Boys vs. Integrated White Boys (BWB v IWB)
   - (b) Girls:
     De Facto Black Girls vs. Integrated Black Girls (DBG v IBG)
     De Facto White Girls vs. Integrated White Girls (DWG v IWG)

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[*] The abbreviations in the parentheses will be used throughout this report for their respective groups.

**Findings**

Prior to discussing the group differences on individual items, it would be well to briefly analyze the over-all responses of the groups. Tables 1 and 2 present the weighted averages for the self-esteem responses for the total test and the ranges for the response averages respectively.

From Table 1 it can be noted that the white pupils' responses average was lower than that of the black pupils. In particular, the response average of the de facto segregated black girls put them in the over-all category of "just a little better" than other children. The variability of the groups response averages indicates that a positive response set is operating among all groups but not nearly as strongly for whites as for blacks.

Table 2 indicates that the ranges of the response average is greater for girls than for boys with the de facto black girls showing the greatest variability. The de facto black girls were three-fourths of a point more variable than the de facto black boys.

TABLE 1

Self-Esteem Response Averages for De Facto and Integrated Black and White Boys and Girls

| | BB | WB | BG | WG |
|---|---|---|---|---|
| De Facto | .89 | .65 | 1.03 | .62 |
| Integrated | .80 | .72 | .82 | .55 |

TABLE 2

Ranges for Self-Esteem Responses Averages for De Facto and Integrated Black and White Boys and Girls

| | BB | WB | BG | WG |
|---|---|---|---|---|
| De Facto: | | | | |
| Lowest | .24 | -.43 | -.22 | -.40 |
| Highest | 1.57 | 1.23 | 1.86 | 1.46 |
| Integrated: | | | | |
| Lowest | -.07 | -.47 | -.13 | -.47 |
| Highest | 1.39 | 1.40 | 1.72 | 1.38 |

The seventy-three (73) items on the questionnaire were divided into six areas based on *a priori* judgment as to the similarity of the item content. Only those items whose distributions showed a statistically significant departure from chance are reported. The six areas and the number of items included in each area in the questionnaire are as follows:

1. Schoolwork Orientation (N = 6)
2. Relationships with Teachers (N = 2)
3. Basic Achievement (N = 12)
4. Problem Solving and Original Thinking (N = 10)
5. Self-Confidence, Social Competence, and Independent Judgment (N = 21)
6. Understanding Others, Tolerating Differences in Others, and Being Friendly (N = 22)

These areas do not represent discrete categories and the placement of some items presented difficulty. However, in view of the variety of content included, it was deemed desirable to differentiate the items for the purposes of analysis.

1. *Schoolwork Orientation* (N = 6)

These items generally dealt with the individual's promptness, follow-through, stick-to-it-tiveness, and organization for performing school tasks. The following items are included in this area (see Appendix for self-esteem questionnaire.)

| Item | Wording |
|---|---|
| 17 | "Spending most of my time on my work, not fooling around" |
| 32 | "Being able to finish one job before I start another." |
| 39 | "Being able to keep my mind on my work." |
| 44 | "Being well organized, having materials ready when I need them." |
| 48 | "Getting my school work on time, not getting behind." |
| 62 | "Doing my part in classroom activities -- including work jobs and cleanup." |

In every case, where there were statistically significant differences between groups, the weighted averages of the self-esteem scores was higher for the black pupils. The greatest difference was for the *de facto* segregated school situation. The black girls rated themselves significantly higher than white girls in the *de facto* situation on all six items in the Schoolwork Orientaion area. The boy-girl comparisons (between sex) in the *de facto* segregated schools were not as dramatic with only items 48 and 62 showing significant differences favoring the girls.

It is particularly noteworthy when these same comparisons are conducted in integrated school situations no items show a statistically significant difference. Further, in the cross comparisons (De Facto vs. Integrated) only item 48 reached the required level for significance with the De Facto Black Girls (DFG) exceeding the Integrated Black Girls (IBG).

## Comparisons on Schoolwork Orientation Items

### De Facto Comparisons

(a) Within Sex:

Weighted Averages

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 17 | | | | | 1.03 | | .57 | .36 |
| 32 | 1.08 | | .37 | .71 | 1.15 | | .38 | .77 |
| 39 | | | | | 1.13 | | .69 | .44 |
| 44 | | | | | 1.04 | | .16 | .88 |
| 48 | | | | | 1.32 | | .67 | .65 |
| 62 | | | | | 1.31 | | 1.03 | .28 |

(b) Between Sex:

Weighted Averages

| Item | BB | v | BG | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 48 | .78 | | 1.32 | .54 | | | | |
| 62 | .86 | | 1.31 | .45 | .66 | | 1.03 | .37 |

### Integrated Comparisons

No items showed a statistically significant difference for any comparisons for students attending integrated schools.

De Facto-Integrated Comparisons

(a) Boys:

Weighted Averages

| Item | DWB | v | IWB | Diff. |
|---|---|---|---|---|
| 39 | .40 | | .91 | .51 |

(b) Girls:

| Item | DWG | v | IWG | Diff. |
|---|---|---|---|---|
| 40 | 1.32 | | .90 | .42 |

2. Relationships with Teachers (N = 2)

The two items included in this area deal with the pupil's sense of ease with teachers and the willingness to cooperate with them.

| Item | Wording |
|---|---|
| 25 | "Being able to talk to teachers -- feeling comfortable with them" |
| 59 | "Enjoying my teachers -- wanting to cooperate with them" |

For no comparisons did item 25 show a significant difference. The only significant difference for item 59 favored the De Facto White Girls over the De Facto White Boys. This is a cross sex difference for white pupils in the de facto segregated school situation.

De Facto Comparisons

(b) Between Sex:

Weighted Averages

| Item | DWB | v | DWG | Diff. |
|---|---|---|---|---|
| 59 | .65 | | 1.07 | .42 |

3. Basic Achievement (N = 12)

As can be seen from the wording of the items below, a considerable variety of content is included as "basic achievement." The items in this area include reading, writing, arithmetic, speaking, art, athletics, and music. The intent is to determine the pupils' sense of competence as compared to others of their age. It is difficult to separate items in this area from those dealing with problem solving (content area #4) and some items dealing with self-confidence (content area #5). Again, it should be emphasized that distinctions as to areas is for the purpose of analytic convenience and no empirical evidence is offered for the clustering of items.

| Item | Wording |
|---|---|
| 1 | "Doing well in art work, painting, or drawing." |
| 2 | "Being able to read well." |
| 3 | "Remembering what I've learned." |
| 4 | "Being able to write stories." |
| 6 | "Being able to speak correctly." |
| 7 | "Being able to spell well." |
| 8 | "Having good handwriting even when I'm in a hurry." |
| 9 | "Knowing how to do arithmetic -- being able to do number problems." |
| 10 | "Learning about people around the world and being interested in them." |
| 14 | "Being a good athlete." |
| 15 | "Being interested in music -- playing an instrument or singing." |
| 43 | "Being able to remember things I've learned." |

In every comparison of black boys and girls with white boys and girls in which there was a significant difference in the distribution of an item, the self-rating of the blacks exceeded that of the whites. However, the contrasts between the number of items on which blacks rated themselves higher in the _de facto_ situation as compared with the integrated situation is noteworthy. In the _de facto_ segregated schools the black girls' ratings exceeded that of the white girls on 9 of the 12 items; the black boys' ratings exceeded the white boys on 6 of the 12 items. In contrast to this, in the integrated schools only one item, "Being a good athlete" (item 14), showed a significant difference in favor of the black pupils.

In comparing black pupils in _de facto_ situations with blacks in integrated situations, it can be seen that the former rate themselves somewhat more favorably than the latter. None of the items differentiated for the whites in the _de facto_-integrated comparisons.

**De Facto Comparisons**

**(a) Within Sex:**

**Weighted Averages**

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.31 | | .25 | 1.06 | .97 | | .32 | .65 |
| 3 | | | | | 1.08 | | .43 | .65 |
| 4 | .95 | | .37 | .58 | 1.12 | | .51 | .61 |
| 7 | | | | | 1.30 | | .60 | .70 |
| 8 | .45 | | -.43 | .98 | .65 | | -.17 | .82 |
| 9 | .98 | | .74 | .24 | 1.16 | | .47 | .69 |
| 10 | | | | | .96 | | .43 | .53 |
| 14 | 1.48 | | 1.23 | .25 | .97 | | -.05 | 1.02 |
| 15 | .75 | | .58 | .17 | | | | |
| 45 | | | | | 1.28 | | .53 | .75 |

**(b) Between Sex:**

**Weighted Averages**

| Item | BB | v | WB | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 3 | .72 | | 1.08 | .36 | | | | |
| 7 | .70 | | 1.30 | .60 | | | | |
| 14 | 1.48 | | .97 | .51 | 1.23 | | -.05 | 1.28 |
| 15 | | | | | .58 | | 1.01 | .53 |

## Integrated Comparisons

(a) Within Sex:

| | Weighted Averages | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
| 14 | 1.07 | | .33 | .74 | .73 | | -.18 | .91 |

(b) Between Sex:

| | Weighted Averages | | | |
|---|---|---|---|---|
| Item | WB | v | WG | Diff. |
| 9 | .83 | | .06 | .77 |

## De Facto-Integrated Comparisons

(a) Boys:

| | Weighted Averages | | | |
|---|---|---|---|---|
| Item | DBB | v | IBB | Diff. |
| 1 | 1.31 | | 1.07 | .24 |
| 4 | .95 | | .48 | .27 |
| 9 | .98 | | .72 | .26 |

(b) Girls:

| | Weighted Averages | | | |
|---|---|---|---|---|
| Item | DBG | v | IBG | Diff. |
| 2 | 1.86 | | .67 | 1.19 |
| 7 | 1.30 | | .59 | .71 |
| 9 | 1.16 | | .40 | .76 |
| 10 | .96 | | .84 | .12 |

### 4. Problem Solving and Original Thinking (N = 10)

In general, these items deal with problem solving competence, originality, and ease of dealing with new ideas.

| Item | Wording |
|---|---|
| 12 | "Being able to figure out the answer that is asked for in a problem." |
| 22 | "Using old facts in many different ways." |
| 26 | "Thinking up answers to problems -- answers no one else has thought of." |
| 28 | "Trying to understand what life is all about." |
| 29 | "Thinking up new ways of looking at things and putting my ideas together." |
| 33 | "Being able to figure out the key to a hard problem." |
| 36 | "Having ideas come to me easily and quickly." |
| 49 | "Knowing what to do to get the right answer to a problem." |
| 53 | "Letting my imagination go when I want to." |
| 67 | "Solving problems in ways other kids haven't tried before." |

All comparisons of blacks with whites on items whose distributions differed significantly favored the black students. Within the de facto school situation, the black girls' ratings exceeded that of the white girls on 9 of the 10 items and the black boys' ratings exceeded that of the white boys on 6 of the 10 items.

No items showed significant differences between black and white students in integrated school situations.

Only item 28 differentiated between the de facto and integrated black boys in favor of the former. The de facto black girls rated themselves higher than the integrated black girls on item 49. There were no significant differences between white boys nor between white girls when comparing de facto with integrated school situations.

**De Facto Comparisons**

**(a) Within Sex:**

**Weighted Averages**

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 12 | | | | | .82 | | .23 | .59 |
| 22 | .73 | | .34 | .39 | .54 | | .53 | .01 |
| 26 | .83 | | .64 | .19 | .97 | | .09 | .89 |
| 28 | 1.30 | | .94 | .36 | 1.15 | | .88 | .27 |
| 29 | | | | | 1.03 | | .45 | .58 |
| 33 | .57 | | .43 | .14 | .79 | | -.05 | .84 |
| 36 | .97 | | .46 | .51 | .91 | | .21 | .70 |
| 49 | .96 | | .68 | .28 | 1.11 | | .42 | .69 |
| 67 | | | | | .83 | | -.13 | .96 |

**(b) Between Sex:**

**Weighted Averages**

| Item | WB | v | WG | Diff. |
|---|---|---|---|---|
| 26 | .64 | | .09 | .55 |
| 33 | .43 | | -.05 | .48 |

**Integrated Comparisons**

**(b) Between Sex:**

**Weighted Averages**

| Item | WB | v | WG | Diff. |
|---|---|---|---|---|
| 49 | 1.20 | | .84 | .36 |

De Facto-Integrated Comparisons

(a) Boys:

| | Weighted Averages | | | |
|---|---|---|---|---|
| Item | DBB | v | IBB | Diff. |
| 28 | 1.30 | | 1.17 | .13 |

(b) Girls:

| | Weighted Averages | | | |
|---|---|---|---|---|
| Item | DBG | v | IBG | Diff. |
| 49 | 1.11 | | .30 | .81 |

5. Self-Confidence, Social Competence, and Independent Judgment (N = 21)

The items in this area are quite diverse, dealing with such behaviors as competence in working with others, feelings of honesty, self-knowledge, being appreciated, and striking out on one's own.

| Item | Wording |
|---|---|
| 18 | "Being able to talk about my ideas in a group." |
| 23 | "Being able to set my own goals and work toward them." |
| 24 | "Working with others in getting a job done." |
| 34 | "Being honest about my feelings." |
| 37 | "Being able to tell my ideas in front of other people." |
| 40 | "Being interested in new things, excited about what I can learn." |
| 41 | "Being willing to tell what I think even when no one else agrees with me." |
| 43 | "Being good-looking." |
| 46 | "Being able to enjoy jokes -- having a good sense of humor." |
| 47 | "Doing my part in team work." |
| 50 | "Having high standards for myself -- knowing the kind of person I want to be." |
| 51 | "Having the right kind of clothes." |

| Item | Wording |
|---|---|
| 52 | "Not expecting everything I do to be perfect." |
| 54 | "Making up my mind, whatever other people think." |
| 56 | "Being able to change my point of view when I hear new ideas." |
| 57 | "Being able to make people laugh -- being funny or humorous." |
| 60 | "Being able to admit my mistakes." |
| 63 | "Being able to think quickly and easily." |
| 64 | "Understanding my feelings and being able to control myself." |
| 65 | "Learning about new things even when other people aren't interested -- studying about things on my own." |
| 70 | "Having ideas that other people appreciate." |

The largest number of items differing significantly was found, once again, within the de facto schools. The black girls rated themselves higher than white girls on 16 of the 21 items and the black boys rated higher than white boys on 9 of the 21 items. The between sex comparisons in the de facto situation showed few significant differences. For blacks these differences favored boys, whereas, for whites the self-esteem ratings of boys exceeded that of girls.

The number of items differing significantly for the integrated schools as compared with the de facto schools dropped considerably. Black girls exceeded white girls on five items with the black boys exceeding the white boys on only one item in the integrated schools. There were no significant differences between black boys and black girls and white boys showed higher scores than white girls on two items in integrated schools.

The de facto-integrated comparisons showed few differences with most of these favoring pupils in the de facto situation.

In no case did the self-esteem ratings of white pupils exceed that of black pupils regardless of the setting in which they were compared.

De Facto Comparisons

(a) Within Sex:

Weighted Averages

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 18 | | | | | .87 | | .42 | .45 |
| 23 | | | | | 1.04 | | .63 | .41 |
| 24 | 1.48 | | .96 | .52 | 1.60 | | .86 | .74 |
| 34 | | | | | 1.10 | | .62 | .48 |
| 37 | | | | | .49 | | .13 | .36 |
| 40 | 1.15 | | .94 | .21 | 1.30 | | .61 | .69 |
| 41 | 1.14 | | .54 | .61 | | | | |
| 43 | 1.36 | | .31 | 1.05 | 1.43 | | .31 | 1.12 |
| 47 | 1.28 | | 1.09 | .18 | 1.34 | | .94 | .40 |
| 51 | 1.20 | | 1.08 | .12 | 1.42 | | 1.19 | .23 |
| 54 | | | | | 1.03 | | .82 | .21 |
| 57 | | | | | 1.07 | | .49 | .58 |
| 60 | | | | | 1.21 | | .68 | .53 |
| 63 | 1.16 | | .66 | .50 | .88 | | .54 | .34 |
| 64 | .83 | | .78 | .05 | 1.17 | | .77 | .40 |
| 65 | | | | | 1.09 | | .72 | .37 |
| 70 | .73 | | .64 | .09 | .07 | | .41 | .56 |

**(b) Between Sex:**

Weighted Averages

| Item | BB | v | BG | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 34 | .72 | | 1.10 | .68 | | | | |
| 37 | | | | | .54 | | .13 | .41 |
| 40 | | | | | .94 | | .61 | .33 |
| 47 | | | | | 1.09 | | .94 | .15 |
| 60 | .72 | | 1.21 | .49 | | | | |

## Integrated Comparisons

**(a) Within Sex:**

Weighted Averages

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 24 | | | | | 1.27 | | .69 | .58 |
| 41 | | | | | 1.12 | | .22 | .91 |
| 43 | 1.39 | | .54 | .85 | | | | |
| 46 | | | | | 1.49 | | .94 | .55 |
| 51 | | | | | 1.60 | | .90 | .70 |
| 57 | | | | | .94 | | .64 | .30 |

**(b) Between Sex:**

Weighted Averages

| Item | BB | v | WB | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 57 | | | | | 1.08 | | .64 | .44 |
| 63 | | | | | 1.02 | | .19 | .83 |

### De Facto-Integrated Comparisons

(a) Boys:

Weighted Averages

| Item | DBB | v | IBB | Diff. | DWB | v | IWB | Diff. |
|---|---|---|---|---|---|---|---|---|
| 24 | 1.48 | | .95 | .53 | | | | |
| 43 | | | | | .31 | | .54 | .23 |

(b) Girls

Weighted Averages

| Item | DBG | v | IBG | Diff. |
|---|---|---|---|---|
| 60 | 1.21 | | .88 | .33 |
| 63 | .88 | | .38 | .50 |

### 6. Understanding Others, Tolerating Differences in Others, and Being Friendly (N = 22)

These items vary considerably in content and include empathizing with others in trouble, enjoying the company of others, controlling one's impulses, and making friends easily.

| Item | Wording |
|---|---|
| 5 | "Being able to laugh about things easily." |
| 11 | "Being able to listen to people who don't agree with my ideas." |
| 13 | "Understanding how other people feel when they have troubles or problems." |
| 16 | "Having fun with girls in the class." |
| 19 | "Being a good sport." |
| 20 | "Making friends easily with boys." |
| 21 | "Having a friendly smile ready for everyone." |
| 27 | "Letting other people do their jobs in their own ways -- not bossing people around." |
| 30 | "Enjoying funny things people do or say." |

| **Item** | **Wording** |
|---|---|
| 31 | "Controlling my temper with boys." |
| 35 | "Making friends easily with girls." |
| 38 | "Having plenty of friends among the boys." |
| 42 | "Finding something to like in everyone no matter who he is." |
| 55 | "Understanding other people's feelings." |
| 58 | "Being fair to other people even when I don't especially like them." |
| 61 | "Liking everybody at least a little bit." |
| 66 | "Knowing how other people feel when they have hard problems to solve." |
| 68 | "Being able to lose in a game and not complain about it." |
| 69 | "Being friendly to everyone." |
| 71 | "Knowing that everyone is different and has a right to be." |
| 72 | "Controlling my temper with girls." |
| 73 | "Trying to understand why people do the things they do." |

In the _de facto_ comparisons, seven of the 22 items showed higher weighted means for the black boys as compared to white boys. For the girls, 11 of the 22 items favored the black pupils. However, three items favored the white girls over the black girls, the first time that any comparisons of black with whites showed higher scores for the white pupils. These items were, "Understanding how other people feel when they have troubles or problems," (item 13); "Controlling my temper with boys," (item 31); "Being able to lose in a game and not complain about it," (item 68). It appears as though items dealing with empathy and impulse control either favored the whites or showed no difference between white and black girls. However, behaviors relating to being friendly, being a good sport, and laughing easily showed differences in favor of the black girls.

There were no systematic boy-girl (between sex) differences in the _de facto_ situation with some items showing higher scores for boys and some for girls. The items favoring girls tended to deal with relations with girls and vice versa for boys.

In the integrated schools, the number of items on which significant differences were obtained was comparatively less than for the _de facto_ schools.

However, the higher scores favored black boys and girls over white boys and girls. There was one reversal, that for item 68 (Being able to lose in a game and not complain about it). In the integrated schools, the black girls showed a weighted mean than white girls.

The *de facto*-segregated comparisons showed few differences, all of these for boy comparisons. None of the comparisons between the *de facto* and integrated girls were significant.

De Facto Comparisons

(a) Within Sex:

Weighted Averages

| Item | D BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 11 | | | | | .75 | | .71 | .04 |
| 13 | | | | | .96 | | 1.46 | .50 |
| 16 | .91 | | -.37 | 1.28 | 1.56 | | 1.10 | .46 |
| 19 | 1.57 | | .85 | .72 | 1.49 | | .97 | .52 |
| 21 | .32 | | .12 | .20 | .92 | | .37 | .55 |
| 30 | 1.42 | | .84 | .58 | 1.66 | | 1.23 | .43 |
| 31 | | | | | -.22 | | .65 | .87 |
| 35 | .88 | | -.24 | 1.12 | 1.62 | | .95 | .67 |
| 38 | | | | | .16 | | -.40 | .56 |
| 42 | .58 | | .31 | .27 | .80 | | .59 | .21 |
| 61 | 1.03 | | .51 | .52 | 1.18 | | .70 | .48 |
| 68 | | | | | 1.13 | | 1.14 | .01 |
| 69 | | | | | .94 | | .69 | .25 |
| 72 | | | | | 1.21 | | .81 | .40 |

(b) Between Sex:

Weighted Averages

| Item | BB | v | BG | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 13 | | | | | .97 | | 1.46 | .49 |
| 16 | | | | | -.37 | | 1.10 | 1.47 |
| 20 | 1.40 | | .07 | 1.33 | .94 | | -.04 | .98 |
| 21 | .32 | | .92 | .60 | | | | |
| 35 | .88 | | 1.62 | .74 | -.24 | | .95 | 1.19 |
| 38 | 1.11 | | .16 | .95 | .93 | | -.40 | 1.33 |
| 58 | .38 | | .97 | | | | | |

**Integrated Comparisons**

(a) Within Sex:

Weighted Averages

| Item | BB | v | WB | Diff. | BG | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 5 | | | | | .94 | | .46 | .48 |
| 16 | .68 | | -.25 | .93 | 1.17 | | .84 | .33 |
| 30 | | | | | 1.47 | | .88 | .59 |
| 35 | .56 | | -.47 | 1.03 | | | | |
| 38 | 1.21 | | .26 | .95 | .18 | | -.24 | .42 |
| 68 | | | | | 1.20 | | .71 | .49 |

(b) Between Sex:

Weighted Averages

| Item | BB | v | BG | Diff. | WB | v | WG | Diff. |
|---|---|---|---|---|---|---|---|---|
| 16 | | | | | -.23 | | .86 | 1.09 |
| 20 | 1.30 | | -.13 | 1.43 | .91 | | -.36 | 1.27 |
| 35 | .56 | | 1.72 | 1.16 | -.47 | | .56 | 1.03 |
| 38 | 1.21 | | .18 | 1.03 | | | | |

## De Facto-Segregated Comparisons

(a) Boys:

| | | | Weighted Averages | | | | | |
|---|---|---|---|---|---|---|---|---|
| Item | DBB | v | IBB | Diff. | DWB | v | IWB | Diff. |
| 5 | | | | | .91 | | .48 | .43 |
| 19 | | | | | .85 | | 1.29 | .44 |
| 20 | 1.40 | | 1.30 | .10 | | | | |
| 38 | | | | | .93 | | .26 | .67 |

## Discussion

Interpretation of the findings requires a caution regarding an assumption behind the measurement of self-esteem in this study. The questionnaire items differ widely in the degree to which they call for objective or subjective comparison, and the degree to which they might be expected to mobilize ego-involvement and defenses. Moreover, the response format is based implicitly on the assumption that the child has a basis for comparison between himself and other children his age *in general*. That this assumption is widely held is cited by Miyamoto and Dornbusch (1956). They point out that the individual's self-conception is more closely related to his estimate of the generalized attitude toward him than to the perceived attitude of the members of a particular group. Where socio-economic and segregation prevail, the foregoing assumption seems to be of dubious validity. Therefore, one major difficulty in interpreting the present findings is the possibility that the black and white pupils are judging their self-esteem from somewhat different frames of reference.

A second difficulty in the interpretation of these findings relates to the comparability of the groups. The achievement and the socio-economic levels of the *de facto* segregated black schools are, on the average, lower than that of the *de facto* segregated white and the integrated schools.

Bledsoe and Garrison (1962) state that there is considerable evidence that self-overestimation is more common than is self-underestimation. Although all of the groups showed a positive response set, the data presented here indicate a marked positive response set on the part of black pupils in *de facto* segregated schools.

The singulary most impressive finding is the difference in the number of items that differentiate black boys and girls in *de facto* schools and the number of items that differentiate black boys and girls in integrated schools. In all content areas of the self-esteem questionnaire, the majority of the differences were between blacks and whites in the *de facto* situation with the former rating themselves higher. In particular, the differences between the de facto black girls and the de facto white girls should be noted with 52 items showing significantly higher scores for the former and only three for the latter. The de facto black boys' self-esteem scores exceeded the de facto white boys' scores in 29 items with no items favoring the white group. In contrast, in integrated schools, black girls' scores exceeded those of white girls on 11 items and black boys' scores exceeded those of white boys on only five items. None of the comparisons between black and white pupils in the integrated schools favored the white pupils.

The self-esteem ratings for de facto black boys was higher than integrated black boys on six items and de facto black girls rated themselves higher than did integrated black girls on eight items. For white pupils, there were few differences not consistently favoring one group or another.

In summary, it is quite apparent that white pupils rate themselves in about the same way regardless of sex or school situation. The black pupils show a marked positive response set which is affected both by the sex of the pupils and the composition of their schools.

Considering that all groups were selected randomly, and research findings generally show a positive correlation between achievement and self-esteem (Bledsoe and Garrison, 1962), the weighted averages for the self-esteem ratings should have favored the white pupils. This would be the case, of course, if the pupils had used "children of your age in general" as their frame of reference for judging themselves. However, had each group used its own class or school as a basis for judgment, apart from the usually positive pupils' response set, there should be no overall difference among the groups.

Taking the above findings in their totality, it would appear that black pupils, particularly in de facto segregated schools, have unrealistically high self-esteem ratings. Whether the response of the black students can be interpreted as defensive over-reactions to segregation is open to question. However, knowledge of the present achievement levels of the black pupils compared to that of the white pupils in the study would support the conjecture that the former's responses are overestimations. Certainly, there is no existing literature that suggests anything but low self-images for blacks.

The higher self-esteem ratings of black girls as compared to black boys is consistent with previous findings. This may be accounted for by the generally held view that the black home is essentially matriarchal and more supportive of girls than boys. The boy-girl differences may be further enhanced by the matriarchal nature of the elementary school. Based on the present [illegible], data, white boys do not seem to be affected by the latter. It may be conjectured that the press for achievement in their homes has a counteractive effect.

Regardless of the psychological interpretation that may be made of these data, the fact is clear that black pupils perceive themselves in a positive light in regard to behaviors crucial to successful school engagement. This finding is of import to educators who frequently operate on expectations that are contrary to these perceptions. The child evaluates area of his behavior with reference toward certain expectancies held by him. The self-concept according to McCandless (1961), functions as a set of expectancies but these are not independent of how significant others view him. Walsh (1956) asserts that the teacher must see the child as a more adequate person than others have seen him before. Clark (1965) takes the position that there is no factor more important for the child's development than the teacher's orientation toward the achievement potential of the child. A major research effort is required, over a considerable period of time, to determine the effects of de facto segregated schools as compared with integrated schools on the self-esteem and educational aspirations of black pupils.

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# APPENDIX E

# APPENDIX

## For New Careers/Community Educational Services

1. New Careers

   a. A weekend social encounter experience at Highland Ranch
   b. The Asilomar Conference
   c. The Christmas Work/Study Program
   d. The "Black Today" Symposium
   e. "Paul's Big Chance to Make It," a four-page photo-essay feature story on STEP New Careers, published in the Pacific Sun newspaper.
   f. "The New Careers Program at SFSC," written by Dr. Gerald West, Asst. Prof., Counseling (about STEP's New Careers program and his part in it, with attention to their problems and to their progress as students).

2. Community Involvement

   a. "Parents Sounded Out on New School Plan," an example of a newspaper article on one of the STEP-Marin City Parents Organization meetings.
   b. "Frank Talk About Race Problems," a newspaper article on school information meeting in which Marin City parents participated.
   c. Description of a summer creative arts project written by and coordinated by STEP student Roscoe Blount -- an example of the cooperative school-community effort, involving STEP, Sausalito Schools, E.O.C., Marin City Service District, other STEP student as teacher, citizens of Marin County in donating time or materials.
   d. Example of one of Newsletters to Marin City Parents.
   e. A memo pointing up more interaction between Marin City and Sausalito parents.

## APPENDIX

## STEP NEW CAREERS STUDENTS, FACULTY, AND TEACHER CANDIDATES HAVE WEEKEND AT HIGHLAND RANCH

There was some concern on the part of both faculty and students that there was not enough opportunity to "get to know each other" on a personal or social basis. They wanted a time away from the campus or TEC center, in a setting where all could relax and just "be ourselves," "get to know each other as people." They also felt they would like to have mixed small group discussions or activities. As a result, a faculty member offered the use of the family ranch for a weekend. Invitations were open to the STEP teacher candidates (graduate students), the STEP New Careers students (primarily in the Freshman year of college), and STEP faculty. Participation was on a voluntary basis but all students who could arrange the trip for the weekend signed to go.

The students boarded the STEP bus to the ranch very early on Saturday morning; some brought sleeping bags, all dressed in casual clothes. When they arrived in Philo, California (a small town about 120 miles from San Francisco composed of a general store and small post office), they drove on country roads to the parking lot, got off the bus, collected their belongings, walked across a swinging bridge and either rode up to the ranch (about two miles away) in the old ranch truck or walked. By the time they arrived at the old ranch house, ready for lunch, they had already begun to "know each other as people."

The weekend from Saturday morning through Sunday afternoon was a new experience for students and faculty alike. They talked, took hikes, played games, danced in the evening, shared ideas and feelings, and "helped out" the ranch family at meal time and clean-up times. Many of the students and all of the faculty who participated counted this one of the "highlights of STEP this year." It was a relaxed, sharing, playing and working together that very quickly eliminated reticence or consciousness of race, age, or social or educational background. For many of these students it was also their first experience on a ranch, or even in a country setting. On a "nature hike," some students saw animals, insects, plants, etc., that they had never seen; for some it was a joy just to "hike free in the mountains."

The weekend ended on Sunday after a large family dinner about 2:00 p.m. on Sunday and the trip back to the city; but for many, a new understanding and feeling in the realm of personal interaction was just beginning. It was recommended that this be done again next year if at all possible.

(Written by one of the faculty members who participated.)

# APPENDIX

## STEP New Careers Students Attend Asilomar Conference

A definite aspect of the New Careers Program is the personal growth and development of each participating person. This is usually inferred rather than stated. A step in the direction of affording opportunities for personal growth and development was taken by sending twelve New Careers students to the YMCA sponsored Youth Conference at Asilomar during the Christmas vacation. The description that follows clearly delineates the significance of this conference toward expanding the perceptions of our New Careers students.

Theme:

| TUNE IN | TURN ON | HANG IN |
|---|---|---|
| (communication) | (involvement) | (commitment) |

"do we want to take membership in this society;
what are our alternatives"

Resource people:

Dr. Logan Fox, Reverend Delbert Gault, Reverend Paul Kittlaus (one of the ministers on the Sunset Strip in Los Angeles), Eugene Jones, Ollie (Mr. Clean) McCloy

Focus on the individual in the group process: "I feel, I think"

College students, under the supervision of Jim DeBoom, are being used in small groups to stimulate their high school comrades

Purpose:

Extending the life space of some six hundred youth from Hawaii, Arizona, New Mexico, Nevada and California through their experiencing of each other around real, personal concerns of choosing a life style that is going to fit "me." These have always been unusual conferences; as one youth put it last year, "there is no place like a YMCA conference, anywhere, for getting the feeling of brotherhood just seeping into your pores."

# APPENDIX

## STEP NEW CAREERS STUDENTS AND PARENTS ATTEND SAN FRANCISCO STATE COLLEGE "BLACK TODAY" SYMPOSIUM

For three days and nights (May 31-June 3), a group of the STEP New Careers students and representatives of the STEP-Marin City Parents Organization attended a symposium on "Black Today." According to both parents and young people in Marin City, one of the problems is the "generation gap"; this became even more obvious as the New Careers students encountered knowledge in a broader perspective at San Francisco State College. Therefore STEP arranged for parents to hear what their sons and daughters were hearing by participation in a well planned symposium on pertinent topics of particular interest to black students.

As the program for the symposium stated,

> *"BLACK TODAY is different -- not as it was ten years ago, six months ago, or even as it was yesterday. What does it mean at this instant in history to think black, feel black, and to be black?*
>
> *"Everyone has presumed to speak for the black people. Here, now, are some of this nation's foremost black thinkers -- theorists, educators, and students -- speaking for themselves...*
>
> *"This symposium offers an opportunity for a searching examination of the stresses and the major areas of deprivation -- particularly education. Only in this way can possible solutions be considered."*

Some of the speakers were:

The Honorable Willie L. Brown, Jr., Member of the Assembly, 18th District, California State Legislature
Sarah W. Fabio, M.A., Poet and Instructor, Program Developer, Afro-American Literature, Merritt College, Oakland
Carlton B. Goodlett, Ph.D., M.D., Lecturer in Social Sciences and Interdisciplinary Studies, San Francisco State College
Charles V. Hamilton, Ph.D., Professor and Chairman, Dept. of Political Science, Roosevelt University, Chicago
Julia A. Hare, M.A., Formerly Asst. Dir. School and Community Action Research Project, Washington, D.C.
Nathan Hare, Ph.D., Director of Black Studies Curriculum, San Francisco State
Abdul Karim, Black Students Union, San Francisco State College
Preston R. Wilcox, M.S., Staff Assoc. Education Affiliate, Bedford Stuyvesant Development and Service Corp., Brooklyn, New York

Both the students and the parents took notes and either wrote papers or presented feedback information at meetings in Marin City. This experience proved to be a very valuable one, especially to the parents.

* * * * *

## STEP NEW CAREERS HELP IN MARIN CITY DURING CHRISTMAS

During Christmas 1967, STEP New Careers students helped children in their own community in Marin City by working in the Boys' Club and in the Child Care Center. One group of five students worked as games room counselors, athletic counselors and special program assistants for the Christmas vacation. The group assigned to the Child Care Center served as aides in the nursery, on the playground, and in the preschool program.

# 'New Careers' for fifteen

**PAUL AUSTIN** stands in line at the State cafeteria with Gloria Tyus (left) and Janice Valentine. Paul was an average student at Tam and College of Marin. He wants to major in sociology; go back to Tam to teach. He's confident he will make it. If Paul has a problem, say his advisors, it is that he is almost too confident.

**PAUL'S DAY** starts at 8 a.m., either with his part-time job or an 8 o'clock class. He drives to San Francisco State. A stipulation of the New Careers program is that all students must live at home at least during the first year. New Careers counselors keep a very close check on their students' progress. They don't want to fight the temptations of an apartment

**PAUL'S MOTHER** is Mrs. Roscoe Mc Intosh. The family includes Paul's stepfather, Paul's sister Betty, 17; half-sister Janette, 8; and half-brother Arthur, 9. Roscoe McIntosh is a carpenter at Hunters Point Naval Shipyard. He built their handsome Mill Valley home himself. Mrs. McIntosh is a strong woman, too. Goofing off is frowned on; and Paul knows it.

11/3/67

WHEN AN Irishman got a few bucks together, he bailed out of the ghetto, or the old neighborhood or whatever you chose to call it. So did newly-affluent Italians, Jews and Negroes.

But the pattern is changing, at least for Negroes. More and more of them-particularly the youngsters, feel a responsibility which borders on compulsion to come back and lend a hand.

It has to do with Black Power, that impossibly fuzzy term which scares the pants off most whites. Black Power can mean fire bombs in the night. It can also mean developing pride and strength from one's heritage.

That's the kind of Black Power that Jim Fleming and Paul Austin have in mind. It is at the heart of a pioneering program unfolding in Marin called "New Careers."

### STEP 'NEW CAREERS' PROGRAM

With some special help from Simon Bailey, this program was dreamed up by the staff of the Sausalito Teacher Education Project, the training program San Francisco State College runs for its student-teachers in conjunction with the Sausalito School District.

They wanted to increase STEP's meshing with the Marin City community. And they wanted to recruit Negroes to become teachers—there are none right now among STEP's student-teachers.

They worked out an arrangement whereby S.F. State would accept 15 Marin Negroes under the "two per cent quota" whereby all state schools can take in some students who wouldn't ordinarily qualify academically. (As it turned out, four of the 15 probably could have made it on their own academically). Seven of the 15 were Tam High grads; eight were College of Marin transfers.

Equally important, they worked out financial aid packets and a special system of standby tutors and "big brothers" from among faculty members. The New Careers students couldn't be just thrown in with their better-prepared classmates.

Financial aid came to about $850 per semester, some $200 in Federal loan funds, $200 in Federal grants and the balance from 15 hours of work per week (5 hours on Saturday) at $1.75 per hour. The aid must be renewed each semester. If a student goofs off, he is dropped from the program and his place taken by one of several students on a waiting list.

### THE 15 SELECTED

The students picked were Larry Adams, Paul Austin, Odessa Battle, Fay Critchfield, Tannie Harris, LaVerne Hensley, Pauline Jackson, Douglas Quiett, Emma Price,

(Continued on Next Page)

BLACK ESSENCE

PAUL CHECKS the bulletin board of [illegible]'s militant Black Student Union. As an indication of the BSU's approach, a placard warns members not to talk to reporters from the student newspaper "Gater" because "...they are proven SLANDERERS." None of the New Careers students has joined BSU. Says Paul: "If a white is prejudiced I like to talk with him and find out why."

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PAUL CHECKS the bulletin board of State's militant Black Student Union. As an indication of the BSU's approach, a prominent sign warns members not to talk to reporters from the student newspaper "Gater" because "...they are proven SLANDERERS." None of the New Careers students has joined BSU. Says Paul: "If a white is prejudiced I like to talk with him and find out why."

PAUL TAKES notes in English class. New Careers students take a full course load: Biology I and lab, English ?? (remedial reading and comprehension), Psychology 10.1 and Sociology 1 (survey courses) and Education 10, a special course taught by STEP staff members which covers the part education can play in community involvement.

CLOCKWISE from center are New Careers coordinator Jim Fleming, Paul, Torrie Harris, a guest, Gloria Tyes, Janice Valentine, Bob Washington and Dr. Gerald Harris, S.F. State counselor and New Careers advisor. The students and staff meet often to check progress, talk over problems. Every Friday they gather for two hours at STEP offices in Sausalito.

# PACIFIC SUN SPECIAL REPORT:

PHOTOGRAPHY BY PETER RISLEY

TEXT BY STEPHEN McNAMARA

AFTER he had been at State for a few weeks, Paul was invited to explain the New Careers program to a graduate seminar. He liked College of Marin, but prefers State where "...there is a lot more going on."

# 'New Careers' for fifteen

(Continued from Preceding Page)

Gloria and Theresa Tyus, Janice Valentine, Reginald Walker, Robert Washington and James Webb. The Tyus sisters are now from Daly City, Paul Austin from Mill Valley and the rest from Marin City.

Jim Fleming joined New Careers as its coordinator in June. He believes strongly that Negroes should prepare themselves for the "helping professions," particularly teaching and social work. He sees this as a response to employment problems generated by automation, and particularly as a way to build achievement within the black community.

These are long-term goals. There have already been short-term gains. Says Fleming: "When some of the kids (it was mostly the girls) started out they were convinced all whiteys were bad. Now they are in a psychology class. They find out lots of people have hangups that don't necessarily have anything to do with color. They're thinking that maybe it's just some whiteys who are bad. The teachers are turning them on."

Getting turned on as well are people within Marin City. Parents of the 15 students were the nucleus of the newly formed Marin City Parents Organization. Membership has now reached about 30. This Saturday night the group will host a pot luck dinner at St. Andrew Presbyterian Church in Marin City. Invited guests are New Careers students, STEP student-teachers, STEP faculty and staff. Plus wives and dates. There is a lot of hard work ahead for all concerned, but there will be just cause for celebration.

**EMMA PRICE (left) and Terrie** Harris join Paul in a discussion. "In one class," says Paul, "it was just us 15; the same people we'd been together with all our lives. **We didn't like that. We got together and talked to Jim. Then we all talked to the teacher. They brought in some more students. It's a lot better."**

JAMES COURTNEY FLEMING flips a doodle-filled page at his STEP

Daddy at first," he says. "They kept telling me what a job I was terian Church in Marin City. Invited guests are New Careers students, STEP student-teachers, STEP faculty and staff. Plus wives and dates. There is a lot of hard work ahead for all concerned, but there will be just cause for celebration.

**JAMES COURTNEY FLEMING** flips a doodle-filled page at his STEP office in Sausalito. Jim dresses with superb taste, wears a checkered cap when driving his green Austin Healey. "I was sort of the Big Daddy at first," he says. "They kept telling me what a job I was doing. Then I got them turned around to seeing that THEY were the people who were doing the job."

PAUL AUSTIN, 19 years old, 6'2", 185 pounds and black, ponders the future in the sun-filled living room which his step-father built with his own hands. Will Paul do as well, or better? He has got a darn good shot at it.

# APPENDIX

## THE NEW CAREERS PROGRAM
## AT
## SAN FRANCISCO STATE COLLEGE

Gerald I. West, PhD.
Asst. Professor of Counseling

Experimental and innovative in nature, the New Careers Program has sought to provide a means for the procurement of higher education for the black students of Marin County, California. Paramount to this endeavor has been the enlistment of parental and institutional (schools and social agencies) support in order to build success into the program. This parental support has been evidenced in such things as weekly meetings of parents with a community liaison who works directly with the youth in their out-of-school work assignments, a social worker who maintains contact with the parents regarding the structure of the community, and meetings of the parents with the on-campus counselor-academic advisor of these youth. The institutional support, on the other hand, has been evidenced by the provision of tutors and the establishment of a preliminary screening board for students seeking entrance into the New Careers Program.

Financial aid for these students consists of a financial aid packet (NDEA, Grants-EOA, and work-study) compiled by the Financial-Aid Officer at San Francisco State and based on the actual financial needs of the individual students. Where the finances from the financial aid packet are inadequate, the student may supplement his income by participation in the work-study program. This work-study program permits the student to work a maximum average of 15 hours per week at $1.75 per hour. During the summer months he may work a maximum of 40 hours per week. In order to secure financial support, the New Careers Program was included under the Sausalito California Teacher Education Program(STEP) which required the New Career students to have an expressed interest in the helping professions. Their work-study experiences involved their working in the elementary schools and various community agencies with minority youth.

The high school counselors and junior college counselors along with the on-campus counselor-academic advisor established an open line of communication taking into consideration the non-intellective as well as intellective variables influencing the success of these students in their high school or junior college experiences which could have relevancy to their success at San Francisco State College. The on-campus counselor-academic advisor, having an earned doctorate in counseling and clinical psychology, provided a class in Careers for the expansion of the students' awarenesses of the demands of the labor market, intellective and non-intellective variables associated with success in various occupations, and personal-vocational assessments (interest, personality and ability).

Instructors for these students at San Francisco State were carefully chosen. Instructors were enlisted who had some familiarity with ghetto type living and who experienced little difficulty in trying to communicate with black students in general. For one class (English) a special instructor was hired to begin with these students (in a remedial course) at their most basic level of difficulty and bring them to the point where they could begin regular freshman English.

In an effort to build in some cohesiveness among the students as well as for reasons of expediency, all of the students were bloc enrolled in their various courses. It was discovered, however, that bloc enrollment tended to contribute to the variance of some students' performance while being beneficial to the performance of others. The students were not bloc enrolled their second semester.

My primary concern in working with these youth has not been academic in nature. The predictive validities of most tests of academic ability fail to substantiate their use as the sole criterion of success in college. The issue becomes more confounded when past academic performance, tested ability, and recommendations are considered together. Considering all of these, one can at best account for only 60% of the variance. The problem appears to be semantical in essence. When one speaks of ability tests is he saying to his own private logic that "this person is endowed with a certain potential" or is he saying more correctly that "this person's performance on this test appears to be indicative of his absorption of test-taking skills, absorption of a type of learning not indigenous to his actual living condition and a mere reflection of situational variables such as health, proctering, etcetera?"

Through special requests made to the Dean of Admissions, these students were admitted under the 2% quota (2% of the college students whose tested ability does not qualify them for admission). These students were not discouraged to participate in the black activist movements on campus. They were encouraged to acquire the necessary skills in order to remain in school. Whether one can acquire academic skills and protest at the same time remains a dilemma to some incoming black freshmen and the white community at large. To give an explanation of all the ramifications of black awareness at this time is beyond me as well as any other one person or group. However, certain things do appear to be blatantly clear--the black student (a mere reflection of the black community) is experiencing some growing pains (some days hot; some days cold)--the pains of realizing that he owes himself something--pride, economic power, political power. He has to convince himself that these labor pains will not end in an abortion. He has to convince himself that black is really beautiful. However, this is not easy in the white castrating and insensitive culture in which he must survive. To some black students pride becomes confounded with academic success. He can achieve a feeling of worthwhileness by protesting, becoming part of the group or gaining status among his peers non-academically more easily than boasting about a B or A average--especially when his B or A average is to some degree his acquiescence to the white man's concept of an equalitarian society, how much he has become white-like in his behavior, and how much he now looks upon those of his own kind through the insensitive eyes of the rising middle class.

The problem remains, "Is it possible for a black student to get an education under the existing educational system and not lose or demean his black identity since after he obtains an education he does not obtain white acceptance or identity?" The answer, of course, calls for an entire revamping of white America from education to labor--a change to which white America remains recalcitrant. Evidencing this immobile, steadfast, conservative and pseudo-liberal white impediment to change, the more revolutionary black people have turned to themselves with a desire to better their lot where they are and damn a participation in a society which rejects them--a normal adjustment to an abnormal society.

Some black people have survived this schizophrenic existence due to an acquired self-realization and the support of some significant others. However, are there enough significant others to go around and build the ego strengths necessary for most of the black youth of today? The black activist movement in America is one such answer. For the first time there is widespread concern among black people for other black people. True, it is not the type of concern condoned by white America but it has to start somewhere. How futile it will be will depend on the resiliency of the white community--can white America live with the concept of a black man who wants the same power as his white counterpart? Can white America truly find something beautiful about a black face,a platyrrhine nose and thick lips? Can white America live with a multi-faceted concept of beauty?

For these reasons and many more the black youth (14) from Marin County who are involved in the New Careers Program at State are encouraged to feel for and with other black people in America, to acquire the necessary skills and hopefully return to the community to foster the efforts of helping other black youth.

The selection of these youth for this program centered around a "psychological toughness" and a somewhat supportive past record of the acquisition of school type learning. This psychological toughness consisted of such things as, how much "together" the student is (a term common among black people to describe the whole person and his relation to life in general), his persistence, motivation, self reliance, how hard he is willing to try and the significant others available to him. The verbal and numerical tested abilities of these youth were between the 7th and 30th percentile (SAT and Hermon Nelson) which indicated that of those freshmen entering San Francisco State College this group of black students were surpassed according to tested abilities by 70 to 93% of the total entering freshman population The end of the first semester found three of these students with a 3.2 (B+) average; four on academic probation; and the remaining seven with 2.0 (C) or better grade point averages. (One had dropped out after two weeks in the program.) The proof of the pudding, however, remains in the eating--how well they will survive the second semester. This second semester the students are more spread out--that is, they are not all bloc enrolled; they are more on their own in the classrooms. Professional notetakers are sitting in the classroom with them and after class they meet with their counselor-academic advisor and are participants in a class under his supervision titled "Techniques in Tutoring." This class consists of 35 white STEP students who are taking their practice teaching in the teaching of black youth and the 14 black New Careerists. The topic of the interaction centers around the non-intellective variables necessary for developing relationships amenable to the learning process. Tutors have been enlisted to help the New Careerists for the second semester also.

Throughout this short paper I have tried to evidence some of the frustrating and disheveled entities involved in any effort such as this. I'm not so sure that I haven't transmitted some of my own anxieties. However, I cannot apologize for eithe for in order to be effective in a reorientation of these youth I have found that one must open oneself to these experiences, frustrations and anxieties and by so doing learn to use oneself as a finely tuned instrument of change.